

# Richmond Church of England Primary School

Frances Road, Richmond, North Yorkshire, DL10 4NF

## Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Despite significant improvements, teaching requires improvement because over time, its quality has not ensured that pupils make consistently good progress and achieve well.
- Pupils' progress and achievement in mathematics are less strong than they are in their reading and writing.
- Information available from checking pupils' progress and development is not always used consistently to shape activities and tasks so that these constantly stretch pupils' thinking.
- Adults do not use questions well enough to match the different abilities and needs of pupils even though, increasingly, lessons are stimulating, thought provoking and interesting.
- The headteacher, ably supported by senior leaders, has an accurate view of school strengths and areas for improvement, but the checking of performance requires improvement because it is not sharply focused enough on the impact of action taken to speed up pupils' progress and boost their achievement.

### The school has the following strengths

- The headteacher has taken decisive action, tackling underachievement in order to improve the quality of pupils' learning. As a result, there is convincing evidence to show that pupils' progress is faster now and that achievement is rising.
- Pupils behave consistently well whether in lessons or moving around school. Those individual pupils whose circumstances make them potentially vulnerable are managed sensitively and effectively.
- A majority of teaching, from a newly-formed team, is now good with some inspiring.
- In the Nursery and Reception classes, consistently good teaching leads to children's good progress, developing self-control, independence and skills.
- Teaching is enthusiastically led and managed, with newly qualified teachers particularly well supported. Staff are keen to extend their skills to make lessons more effective.
- Senior leaders, managers and governors have established a firm focus upon improving the quality of teaching. They recognise that the imaginative approaches that exist in the school provide a positive model for improvement.

## Information about this inspection

- Inspectors observed 18 lessons of which four were joint observations with the headteacher. In addition, inspectors made a number of short visits to lessons and walks around the school site to check the quality of what is provided for pupils.
- Inspectors held discussions with pupils, parents, members of the governing body including three parents, school staff including senior leaders and those with responsibilities such as the leadership of subjects, and the local authority educational development adviser.
- Inspectors took account of the 33 responses to the on-line questionnaire (Parent View).
- Inspectors observed the school's work and examined a range of documentation including the school's own records of pupils' current progress, records from the observation of lessons and checking of pupils' work and the school's improvement planning. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

## Inspection team

Clive Petts, Lead inspector	Additional Inspector
Jane Beckett	Additional Inspector
David Wilson	Additional Inspector

# Full report

## Information about this school

- Richmond is larger than the average sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding (which is provided to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of members of the armed forces), is above the national average. The school extends its services in that it provides a breakfast club each day.
- The proportion of pupils supported through school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is half the average.
- Most pupils are White British. A significantly lower than average proportion of pupils is from minority ethnic groups. None are at an early stage of learning to speak English.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- Four newly qualified teachers have been recently recruited; one in June 2012, one in September 2012 and two in January 2013. The school is currently restructuring classroom support provision. This includes the recruitment of classroom assistants with advanced skills.
- Laura Lou Childcare, located on the site but not managed by the governing body, is subject to a separate inspection. Inspection reports of this provision are available on our website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

- Increase the amount of teaching that is at least good, especially in mathematics in Years 1 to 6, by:
  - ensuring that more is expected of pupils in lessons, including those supported by the pupil premium, regardless of their age, ability and starting points
  - using a range of high-quality questioning that matches the different needs of pupils both in whole-class sessions and in partner or individual tasks
  - making certain that teachers' comments in pupils' books guide them to understand precisely what they need to do to improve their work.
- Ensure that progress in all lessons is rapid and sustained to make certain a higher than average proportion of pupils exceed what is expected of them, especially in mathematics by:
  - building upon the inspiring and thought-provoking practice that exists in the school to establish a consistent pattern of challenge and brisk pace in all lessons
  - extending the opportunities for pupils to apply their mathematical skills to solve problems in all subjects
  - providing more opportunities for pupils to celebrate their achievements.
- Sharpen senior leaders' checking on the school's performance by:
  - adding to the precision of performance checking in order to make certain that actions taken are having the intended impact on raising pupils' achievement and attainment in lessons
  - extending the governing body's grasp of how they can help bring about further improvements in the school's performance
  - providing more specific detail to staff about how to improve their skills in order to accelerate the rate of pupils' progress and boost their achievement in lessons.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' previous underachievement is being effectively tackled, but some gaps in their skills are evident. Consequently, their achievement, over time, is not yet good. Currently the school's progress information, confirmed by inspection evidence, predicts standards by July 2013 will be above average in reading, average in writing and a little below average in mathematics by the end of Year 6. This represents a far more positive picture than in the last two years when standards, especially in mathematics, slipped to significantly below average. Although still not enough, more pupils are now exceeding what is expected for them.
- Although cohorts do vary, most children start in the Nursery class with skills and experiences broadly in line with those typical for their age. A few have underdeveloped social and emotional skills. Children settle quickly and happily in the warm and friendly atmosphere. They make good progress exploring the world around them and developing early reading and writing skills.
- Although achievement in Years 1 to 6 requires improvement, a pattern of faster progress is emerging. For example, older pupils are becoming increasingly confident in writing imaginative, extended pieces of work across a range of different types of writing. However, variations in rates of progress do remain, especially in Years 1 and 2, when expectations are sometimes inconsistent and challenge to pupils' thinking not always relentless.
- The positive action taken to improve pupils' mathematical skills is successfully raising the standards for pupils of all abilities. Even though approaches are more imaginative and interesting in lessons, opportunities are sometimes missed to apply their mathematical skills in all subjects. Pupils are increasingly confident and skilled at exchanging ideas with a partner or working independently.
- The current progress and achievement of pupils known to be eligible for free school meals, those who are looked after, disabled pupils and those with special educational needs is similar to their classmates. The closing of the gap between the achievement of pupils supported by the pupil premium and other pupils in the school is an indication of the effective promotion of equality of opportunity.
- Progress in developing reading skills in Years 1 and 2 is accelerating, as pupils make increasingly consistent use of blending letters and sounds together to make sense of words. Pupils' attainment in reading by the age of six is average for their age. Older pupils read texts confidently and fluently. Most are able to inject expression into their reading. Pupils' enjoyment is clearly evident when they describe their current reading. They confidently and knowledgeably describe their choice of author. They make thoughtful observations, such as when comparing the detail in JK Rowling's 'Harry Potter' novels with the film series. At the end of Year 6, skills in reading are above average for their age.

### The quality of teaching

### requires improvement

- Despite significant improvements, a consistent pattern of effective teaching has not been sustained for long enough to fully judge its impact. An enthusiastic team of teachers display a strong commitment to secure improvements at a faster rate. As result, achievement in reading, writing and mathematics is rising steadily.
- The good and occasionally exciting teaching observed is making certain all pupils, including those whose circumstances make them potentially vulnerable, achieve more consistently well. The increasingly visible pattern of faster progress and rising attainment is underpinned by higher expectations from adults of the success pupils can achieve, in reading, writing and mathematics.
- A widening range of first-hand experiences, practical 'hands-on' approaches, partner discussion and problem-solving activities successfully support the pupils' good spiritual, moral, social and cultural development. Classrooms are happy, friendly places in which the overwhelming majority of pupils are keen to learn.

- Pupils' progress rates are faster and more effectively sustained when:
  - pupils are clear about what they are expected to learn and classroom routines are well embedded and adhered to
  - activities and tasks are well-matched to pupils' individual abilities, needs and interests
  - questioning frequently checks pupils' learning and constantly probes their thinking
  - practical approaches spark the imagination of pupils and learning continuously builds upon earlier learning.
- When teaching is less effective and pupils' progress uneven:
  - expectations of what pupils can do and achieve are not high enough across all abilities
  - tasks are not set at the appropriate level and time is not used well enough to provide variety and add to challenge and pace
  - questioning is insufficiently searching in both the checking and stretching pupils' knowledge and understanding
  - marking is not used well enough to set clear, well-defined steps for further improvement.
- Those pupils supported by pupil premium funding increasingly benefit from more precisely targeted intervention and more effective classroom support. This is helping to quicken rates of progress, although some inconsistencies remain, especially in the quality and effectiveness of classroom support.
- Positive relationships with a large majority of parents and the carers of those children who are looked after by the local authority, contribute well to pupils' improving achievement.

### **The behaviour and safety of pupils** are good

- The often excellent teacher role models and effective input from local authority specialists, underpin the good quality of care and support provided for pupils. This helps to ensure that pupils feel safe and happy. The calm, friendly atmosphere in the breakfast club provides a settled and relaxed start to the day.
- Most pupils get on well with each other and readily help and support each other. Older pupils, especially in Year 6, provide some really good role models for younger pupils. A few parents raised concerns about behaviour in school. While inspectors did observe a little low-level disruption in lessons, this was effectively managed by teachers so that it did not adversely affect the lesson quality. Pupils report that any inappropriate behaviour is promptly dealt with by staff.
- Pupils enjoy the responsibilities that they are given, such as applying for jobs in the school. They are well aware of how to avoid risk and danger. In discussions, pupils say that staff listen to their views and opinions and as a consequence, they feel valued. Pupils have a good understanding of what constitutes bullying and confidently discuss what action they can take if they have any worries or concerns.
- Pupils enjoy coming to school, evident in their enthusiastic participation in school life, including a broad range of after-school clubs. Assemblies are positive occasions with appropriate periods for thought and reflection. Their attendance is average but rising, as a result of the effective encouragement of staff and the parent support worker. Individual pupils whose circumstances might put them at risk are sensitively and effectively managed and supported by staff. Much time is spent helping individuals to better control and manage their emotions.

### **The leadership and management** requires improvement

- The headteacher displays passion in her determined drive to secure school improvement. She is ably supported by talented and experienced assistant headteachers. The legacy of staff underperformance has been systematically and successfully tackled. As a result, the recently formed staff team is displaying determination as they drive forward improvement.

- Robust systems are now in place to check pupils' progress and development. This is leading to closer checks on what is happening in lessons, although the analysis and evaluation of the impact of actions taken to improve lessons is sometimes too general. Evaluation is not always focused sharply enough upon what precise action is needed to sustain rapid improvement. Those with responsibility for subjects are developing their expertise and checking skills with increasing confidence.
  - Frequent monitoring of lessons judges the quality of teaching ever more accurately, but feedback does not systematically provide staff with enough specific detail to improve their teaching. Staff respond enthusiastically to the increasingly well-targeted training. The talents and skills of the recently appointed newly-qualified staff are being nurtured successfully. Although staff performance targets link pupils' progress and achievement to incentives, opportunities are sometimes missed to incorporate pupil progress measures as clear yardsticks in performance targets.
  - The developing curriculum helps pupils to broaden their knowledge and understanding and develop their skills. This includes extending pupils' independence through residential experiences and experiencing life in the wider world through their contacts with their partner school in Kenya. However, opportunities are sometimes missed to reinforce numeracy skills systematically across the curriculum.
  - Staff work extremely diligently to ensure that all pupils are included in all activities, so that they can achieve success. Any discrimination is tackled promptly. Although staff provide much encouragement and support for pupils, opportunities are sometimes missed to celebrate their achievements, such as in displays of their work.
  - The school enjoys a positive working partnership with the skilled and experienced local authority education development adviser. However, opportunities are sometimes missed by senior leaders, including the governing body, to build upon this.
  - Safeguarding meets requirements with much best practice underpinning the good quality of care and support for pupils.
  - **The governance of the school:**
    - The governing body share the headteacher's clear view of how successful and inclusive the school can be. Governors demonstrate a good grasp of school strengths in teaching and learning and areas for further improvement. Governors know how teachers' pay is related to the quality of their teaching and how well the school has tackled underperformance. Through their understanding of data that compares the school's performance with schools nationally and locally they are able to challenge and hold the school to account for its performance in positive ways. Nevertheless, they are less clear about how they can increase their effectiveness to make certain the school improves at a faster rate and all improvements are sustained.
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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

<b>Unique reference number</b>	121512
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	406031

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

<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>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Myckala Smith
<b>Headteacher</b>	Di Robinson
<b>Date of previous school inspection</b>	23 March 2011
<b>Telephone number</b>	01748 822104
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