

All Saints' Richmond Hill Church of England Primary School

Cross Aysgarth Mount, Leeds, West Yorkshire, LS9 9AD

Inspection dates 7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. There is a three year rising trend of attainment so that by the end of Year 6, pupils are attaining above the national average in English and mathematics.
- Teaching is good and improving even further because training is well planned for teachers and support staff to meet the needs of pupils of differing abilities.
- Pupils are well behaved, keen to learn and attend school regularly.
- The headteacher has a clear focus on improving pupils' achievement through the quality of teaching and has been successful in doing so.
- Leadership has been strengthened by the addition of new subject leaders who have already begun to make a good contribution to improvement in their subjects. Clearly focused plans are in place to ensure the raising of standards even further.
- Governors are committed to the school. They make certain that pupils are kept safe and that their progress is good by supporting and challenging school leaders.

It is not yet an outstanding school because

- The most-able pupils in Key Stage 1 are not given enough challenge in reading and mathematics to achieve their full potential in these two areas.
- In Key Stage 2, teaching does not provide pupils with enough opportunities to use their mathematical skills in problem solving, and the marking of pupils' work does not always provide enough guidance, especially in writing.
- Subject leaders who are new to their post, do not yet make a full contribution to the monitoring of teaching.

Information about this inspection

- Inspectors observed teaching in 17 lessons including some part lessons and two joint observations with the headteacher and deputy headteacher. They listened to a number of pupils from Years 1 and 2 read. They also looked at a range of samples of pupils' work from across the school and held discussions with pupils.
- Inspectors considered a wide variety of documents including those linked with pupils' progress, safeguarding and school policies. They also looked at how school evaluates itself for effectiveness, the minutes of governing body meetings and records of lesson observations.
- Inspectors held meetings with two members of the governing body and a representative of the local authority.
- Inspectors took account of parents' views through a survey provided by the school. A check was made of any responses by parents to the online questionnaire (Parent View), but at the time of the inspection, responses were too few to be meaningful.
- Responses from 11 questionnaires from staff were evaluated.

Inspection team

Rosemary Batty, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Peter McKay

Additional Inspector

Full report

Information about this school

- This average sized primary school, serves the Parish of All Saints in the Diocese of Leeds and Ripon.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible to free school meals, those children that are looked after and children from service families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The large majority of pupils are of White British heritage.
- A sizeable proportion of pupils are of African heritage.
- The proportion of pupils that speak English as an additional language is above average.
- The proportion of pupils who join or leave the school at times other than normal starting points is above average.
- There is a well attended breakfast club provided by the governing body.
- There have been many staff changes since the last inspection. Some subject leaders are new to post.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the progress of the most-able pupils in Key Stage 1 in reading and mathematics.
- Ensure that pupils in Key Stage 2 are given more opportunities to apply their mathematical skills in problem-solving.
- Make sure that teachers provide consistent marking and guidance so that pupils know how to improve their work in writing and mathematics.
- Ensure that subject leaders are given opportunities to check the quality of teaching in their subject areas.

Inspection judgements

The achievement of pupils

is good

- Overall progress in reading, writing and mathematics has improved since the last inspection as a result of leaders' determination and drive to raise achievement. The proportion of pupils making expected or better progress is above average by the end of Year 6. They also attain levels that are about one term ahead of pupils nationally in reading, writing and mathematics. This represents a rising trend in achievement over time. The most-able pupils make very good progress in reading, writing and mathematics.
- Most children enter Nursery with skills, knowledge and understanding well below what is expected for their age, particularly in language and number. Those children who continue their education into Reception are joined by more children, many of whom have similar low skill levels. By the time they leave Reception, they have made good progress, but are still below what is expected for their age especially in reading and mathematics. In 2013, standards rose, with the number of children achieving a good level of development, broadly in line with national levels.
- In Year 1, in 2013, the proportion of pupils reaching the expected standards in the phonics (how letters and sounds link) screening check was well above average. Good, systematic phonics teaching is now in place across the Early Years Foundation Stage and Key Stage 1.
- By the end of Key Stage 1, pupils make good progress and are broadly in line with national average in writing, but some are not making enough progress in reading and mathematics at the higher levels. However, leaders have made sure that pupils' progress is improved more quickly by providing wider opportunities for pupils to be taught in small, focused groups.
- Pupils now read more frequently from a new range of books that have been specially purchased to capture pupils' interests and needs. They are increasingly able to explain what they have read through a range of comprehension activities in Key Stages 1 and 2.
- While all pupils make expected or better progress by the time they leave in Year 6, in the English grammar, punctuation and spelling test, pupils attained slightly below national average. Leaders have begun to address this issue by making sure that a greater emphasis is put upon these areas in English lessons.
- Pupils of African heritage and those with English as an additional language make good progress, attaining above their peers in school and above similar pupils nationally in reading, writing and mathematics.
- Pupils, who are known to be eligible for free school meals through the pupil premium funding attain above similar pupils nationally in reading, writing and mathematics and are almost in line with their peers in school. The gap is closing rapidly
- Pupils with special education needs make good progress in relation to their individual starting points and abilities, as a result of effective teaching and targeted support. This reflects the school's commitment to ensuring equality of opportunity for all pupils.

The quality of teaching

is good

- Teaching is now good throughout the school, with some examples of outstanding practice. Teachers are skilled, knowledgeable and plan well for most pupils' different needs. They are assisted by committed and well trained teaching assistants who make a positive impact upon pupils' learning throughout the school.
- In the Early Years Foundation Stage there is a marked improvement in how teachers plan for individual needs in both the indoor and outdoor environments by providing a range of stimulating, engaging opportunities. A particular emphasis upon speaking, listening and questioning encourages children to make considered responses that help them to make rapid gains in self-confidence and language. They are supported well by all adults who provide good support to learning when children choose activities for themselves. This effective adult nurturing

continues into Key Stage 1, where teachers and teaching assistants plan exciting well structured lessons to motivate learners. They do this by constantly checking pupils' progress and by making more effective use of assessment information which is now accurate. Small group activity is a key feature of this work aimed at developing reading, writing and mathematical skills more rapidly. The impact of this was evident during the inspection.

- In Key Stage 2 there is a similar picture, with pupils being encouraged to become more independent learners through recognising how to improve their work in order to achieve the higher levels.
- Teachers mark work regularly, praising success and effort. However, not all marking is consistent. Basic errors in spelling, punctuation and grammar are sometimes unchecked in written work in some classes. In others, there are too few opportunities for pupils to act upon the advice and guidance given to improve their work further.
- In mathematics, teachers help pupils to use and apply computational skills effectively through carefully planned and well structured activities. However, challenge for the most-able pupils is sometimes lacking, particularly in applying mathematical skills to a range of problem-solving or investigative activities.

The behaviour and safety of pupils are good

- Pupils are well behaved in lessons and around the school. They have very positive attitudes towards learning. They are courteous, polite and respond readily to adult instructions. They show an interest in visitors and a desire to tell them about school life and what they are learning.
- Pupils show caring attitudes towards one another, playing and working together and are fully inclusive of differing backgrounds, cultures and varying abilities. This is a testament to the overall ethos of the school.
- Care extends to the wider community as pupils engage in charity work for St Gemma's Hospice, Red Nose Day, Harvest Gifts and Sports Relief.
- Pupils told inspectors that they feel safe in school, because they know what to do if there is a problem and that it will be dealt with effectively and quickly. They are aware of e-safety and the dangers of the internet.
- Pupils understand what constitutes bullying and say that some does occur, but infrequently and is always managed well by the school. School records indicate that this is true.
- Pupils attend school regularly.

The leadership and management are good

- The headteacher's leadership has inspired and motivated teachers with a determination to improve the school since the last inspection. He is supported well by the deputy headteacher who rigorously checks all assessment information. Judgements about how the school is performing are accurate and realistic. Consequently, plans to make sure that it improves further are carefully checked and readjusted where necessary to meet the changing needs of the school and its pupils.
- The leadership has made sure that teachers and teaching assistants are increasingly equipped with the skills and knowledge required to improve standards for all pupils. This has been done by raising expectations of what pupils can achieve, by setting robust targets for teachers and by making better use of assessment information to match work for pupils according to their needs.
- Recent changes to subject leadership aimed at accelerating progress for pupils are beginning to have an impact. This can be seen through guided reading, maths and spelling sessions. However, subject leaders new to their role have not yet had the opportunity to check the quality of teaching in order to make the best use of their knowledge and expertise.
- Established systems are in place to check that pupils' learning is linked to their records of

achievement so that any gaps in learning can be quickly addressed for most groups of pupils. The pupil premium funding has been used to good effect.

- The curriculum provides pupils with a range of interesting themes to explore such as; 'Junior Apprentice', 'Dance to the Calypso Beat' and 'Will that Giant Egg Take Me into the Past?.' It is further enhanced by visitors, a range of clubs and extended visits, such as a recent residential to an outward bound centre. These, alongside the broad Christian ethos that permeates the school, all help to promote strong spiritual, moral, cultural and social development.
- The new primary school funding for sport is used to improve and develop pupils' physical wellbeing and performance levels through additional swimming lessons as well as specialist teaching by professional coaches. Teachers are given opportunities to develop their knowledge of PE and to promote a range of clubs and competitions. This all helps to make a good contribution towards healthy lifestyles.
- The local authority has supported the school well, conveying the view that the school is now good.

■ **The governance of the school:**

- The governing body is well informed and understands how to hold leaders to account for the performance of the school. Governors have an accurate picture of the school, what it has achieved since the last inspection and what it needs to do next. This has been achieved through meetings, careful questioning and by regular visits to the school to see at first-hand how it works. Governors make sure that the headteacher is set challenging targets through the performance management process and that teachers are similarly appraised. Financial resources are targeted to impact well on pupils' progress and improving achievement. For example, they oversee the spending of pupil premium funding and monitor closely the impact of this spending on the progress and attainment of pupils known to be eligible for free school meals. Governors meet statutory requirement including the arrangements for safeguarding pupils.

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	108048
Local authority	Leeds
Inspection number	425774

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Kathryn Fitzsimons
Headteacher	David Pattison
Date of previous school inspection	28 February 2012
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