

Richmond Hill Primary School

Clark Lane, Leeds, West Yorkshire, LS9 8PN

Inspection dates

12–13 February 2014

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their very low starting points, pupils make good progress overall during their time at the school.
- The progress of pupils eligible for funding through the pupil premium make progress in line with their peers, as do pupils with special educational needs.
- The quality of teaching is good across all key stages. It is sometimes outstanding. Lessons are well planned to ensure that pupils receive work at just the correct level of difficulty to ensure good progress.
- Teaching assistants who have a specialised focus and work with individual pupils are well trained and provide good support for pupils with particular needs.
- The specialist resource unit in the school supports pupils well who have autism and communication difficulties. This is because the highly trained staff are well led and have a thorough understanding of the needs of each pupil.
- Pupils are well behaved, feel safe and have a positive attitude to the learning in class. They arrive punctually to school and lessons. There are strong relationships between adults and pupils.
- Clear guidance is provided by the headteacher as to how the school can continue to improve and particularly strong middle leaders ensure that plans are acted upon well. The governing body is supportive of leaders and has a clear understanding of the school's strengths and areas for development.

It is not yet an outstanding school because

- Achievement is not outstanding because standards are not yet high enough in reading, writing and mathematics.
- The quality of the work of non-specialist teaching assistants is too variable.
- There is too much variation in the quality of teachers' marking. Teachers do not always give pupils clear advice to help them to improve their work. When it does happen, pupils do not always get the chance to respond to this advice.

Information about this inspection

- Inspectors observed 24 lessons, taught by 20 teachers, teaching assistants and higher level teaching assistants. One lesson was jointly observed with the headteacher.
- Inspectors also observed five members of staff leading learning and support for pupils in the specialist autism and communications resource unit.
- Inspectors listened to pupils read from Year 2 and Year 6. They also met formally with pupils from Year 1 to Year 6.
- Inspectors observed pupils in the playground at break time and in the dining hall at lunchtime.
- Inspectors met with five governors and held a telephone conversation with a representative from the local authority.
- Responses from 14 parents on the on-line questionnaire (Parent View) were considered and inspectors held discussions with several parents during the inspection.
- Inspectors scrutinised the pupils' work alongside the headteacher. Inspectors also looked at school documentation, including data on pupils' progress, the school's development plan, evidence from the school's checks on how well it is doing, evidence of monitoring records and the arrangements for safeguarding.
- Inspectors took account of the questionnaire responses from 23 members of staff.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Steven Goldsmith

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- There is a larger than average proportion of pupils from ethnic backgrounds other than White British.
- A larger than average proportion of pupils speak English as a second language.
- The proportion of pupils eligible for the pupil premium funding is more than double the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement for special educational needs is above average.
- There is a specialist resource unit in the school for children with autism and communication needs.
- In 2012, the school moved to a new building and the number of pupils admitted into each year increased. This means there are more pupils in the Early Years Foundation Stage and Key Stage 1 cohorts than in the Key Stage 2 cohorts.
- In 2013, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- A significant proportion of pupils join the school later than the usual start in the Reception class. Often these pupils have little or no understanding of English and at times have had no previous school experience.
- In the school year 2012-13, 20 pupils joined the Year 1 classes in June and July, having not been to school previously.

What does the school need to do to improve further?

- Increase the rate of pupils' progress in order to raise the standards higher in reading, writing, mathematics and phonics (the sounds that letters make), by:
 - ensuring that more teaching is outstanding and that tasks stretch pupils and allow them to fulfil their potential
 - ensuring that all teaching assistants receive appropriate training so that the quality of their support matches the very best currently in the school
 - ensuring that when marking pupils' work, teachers offer pupils advice on what went well and how work could be improved further
 - allowing pupils adequate opportunity to respond to teachers' advice so they can learn from their mistakes and improve their work.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills that are much lower than those typical for their age. This is due to some children having very limited understanding of English and most have very low levels of communication, literacy and language skills. Good teaching and interesting learning activities mean children make good progress over their time in the Nursery and Reception classes. Pupils then continue to make good progress as they move through the school.
- Pupils who are known to be eligible for free school meals make similar progress to other pupils in the school. While the standards they reach are below the national average, the in-school gap between their attainment and that of others in the school is similar to the gap found nationally in writing, and narrower in reading and mathematics.
- Pupils who have special educational needs make good progress. They are well supported in lessons by adults who have received specialised training and are also given time to develop their skills at their own pace.
- A significant proportion of pupils, of varying ages, enter the school at different points in the year and many do not speak English. There are regular sessions every week for these pupils to improve their understanding and use of English quickly and so they are soon able to join in with what is being taught in lessons. These opportunities help these pupils to settle in quickly and, while their progress is sometimes slow to begin with, it soon starts to speed up.
- The proportion of pupils that reach the levels typical for their age in reading, writing and mathematics by the end of Key Stage 1 is below the national average. Despite good progress across Key Stage 2, by the end of Year 6 standards are still low.
- A key reason why the school did not meet the government floor standards in 2013, was the change in the school's intake pattern, with new pupils arriving in the school late in the academic year and often with little or no English.
- Pupils who have been in the school for the whole of Key Stage 2, or longer, reach standards in reading, writing and mathematics that are in line with the national average. This demonstrates that the pupils who spend longer in the school make good progress.
- Those pupils in the specialist resource unit have very particular and complex needs, which are met well and enable them to make good progress. They become increasingly confident, independent learners. The good progress of these pupils is seen in the development of their personal, social and emotional skills as well as their progress in the key skills, such as numeracy and literacy.
- In reading, writing and mathematics, pupils progress well over time. The number of younger pupils' reaching the expected level in linking letters and the sounds they make (phonics) is below average, but improving over time with more pupils reaching the expected standard in checks carried out at the end of Year 1 in 2013 than seen previously in the school.
- By the end of Year 6, pupils read well and demonstrate great enjoyment in their reading. Pupils say they read very regularly at school and are given the right advice by teachers to choose books which they can also take home. Parents are also invited to the school regularly to find out how to help their children at home with homework, particularly reading.
- The most able pupils make the same good progress as others in reading, writing and mathematics. Pupils who left the school at the end of Year 6 in 2013 had made good progress overall.
- The school clearly demonstrates that pupils have equality of opportunity and that it tackles discrimination well, as seen by the fact that all groups make good progress regardless of their ability.

The quality of teaching**is good**

- Teaching is good across the school, and some is outstanding.
- Teachers have high expectations of their pupils. Their planning and the use of imaginative and appropriate equipment provide well-focused support for pupils of all abilities and for those pupils who join the school at different points during the year.
- Adults create a happy and respectful atmosphere where pupils learn well and feel comfortable supporting one another.
- The teaching of reading, writing and mathematics is strong and pupils are offered different and effective ways to practise and reinforce their skills on a daily basis and in different subjects. For example, pupils in Year 3 study Robin Hood in their history project and, after reading about the legend, they discuss and write about the differences between fact and fiction.
- Teachers have effective strategies for dealing with the needs of all learners, especially pupils for whom English is not their first language. Teachers tailor work to suit the pupils. This particularly helps those who have special educational needs and so they make the same good progress as others.
- Pupils' progress is regularly checked to enable teachers to plan appropriate support for pupils who are at risk of underachieving, or need pushing along more quickly.
- The use of questioning is a strong feature, particularly in the outstanding teaching. It is used well to check pupils' understanding and to draw out information and to help them to think more deeply.
- The quality of support offered by teaching assistants is variable. Where teaching assistants have a specialist focus and work with pupils with very particular needs, the level of support is good and at times outstanding. Equally, there are times when non-specialist teaching assistants provide strong support which allows pupils of various levels of ability to participate fully in lessons and to make good progress.
- There are other times when teaching assistants' expectations of what pupils can do are not high enough and, consequently, pupils' progress is not as fast as it could be.
- In the resource unit, there are five full-time members of staff, including a teacher, who work with small groups of pupils and on a one-to-one basis with pupils with a variety of very complex needs. As such, adults are able to constantly check on pupils' understanding and progress. They are skilled at gauging when pupils are ready to move on to the next stage of learning, including learning key skills in literacy and numeracy. Staff also accurately judge when pupils need more time to develop their skills in managing their emotions and interacting with other pupils and adults. Pupils in the resource unit are encouraged to undertake tasks independently, where possible, and are regularly praised for their achievements.
- Work in pupils' books shows that they are given regular opportunities to be involved in a variety of tasks which interest them. When marking pupils' work, teachers do not always give advice that helps pupils to make improvements. Equally, when advice does offer clear steps for improvement, pupils are rarely given the opportunity to respond to the advice and so learn from their mistakes.

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

- The behaviour of pupils is good. Pupils have good attitudes to learning. Any disruption in lessons is minor and uncommon. Where inspectors saw outstanding teaching, they also saw outstanding behaviour. As pupils spend longer in the school, they understand and adhere to the high expectations of behaviour and, as a result, there is a calm and productive atmosphere.
- Due to interesting activities, pupils of different abilities show a lot of enthusiasm and participate well in lessons. Pupils told inspectors that the teachers always try to make learning fun and practical. They say that they particularly enjoy talking through tasks, which they do routinely before applying their skills. This strong focus on pupils' speaking skills supports all pupils' development of language and communication, particularly for those who are new to speaking

English.

- Pupils, staff and parents have a good opinion of the standard of behaviour and safety; parents believe behaviour is managed well and that their children are happy.
- Around the school and in lessons, it is clear that pupils treat each other well and with respect and there are very good relationships between adults and children. Pupils from a very diverse range of backgrounds and cultural experiences work and play well together. Each week there are rewards given out to pupils for good work and behaviour which pupils feel demonstrates that the staff care about them and want to celebrate what they do well. Parents also recognise this.
- Pupils say that bullying is rare and any problems are dealt with immediately by adults. Parents are pleased with how any bullying is dealt with, on those rare occasions when it occurs.
- The school's behaviour records show that there are very few incidents of poor behaviour. When it has occurred, the pupils have been supported well and this has helped them to improve their behaviour.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in and around school and enjoy the activities they can take part in at lunchtime. Pupils have regular opportunities to learn about how to keep safe on the internet in lessons in information and communication technology (ICT) and about road safety in special assemblies given by visitors to the school, such as the police.
- Pupils' attendance overall is just below the national average, but it has improved considerably in the last 12 months. There are now very few pupils who are persistently absent and even with very rapidly growing numbers of pupils in the school, it has managed to significantly increase the attendance for all groups of pupils. This has come about through a concerted effort to engage with parents from different parts of the school community.
- The behaviour of the pupils in the resource unit is good and very well managed by all adults. This is because the pupils' individual needs are understood by the staff and the unit is well equipped to support pupils when they face emotional difficulties. As a result, potential difficulties are often avoided or lessened and pupils are mostly calm and happy. Parents of pupils who attend the resource unit say they are very happy with the way the school supports their child to manage their emotions and develop their personal and social skills.
- All classrooms and other learning spaces are tidy and well-organised.
- School uniform is not compulsory but there is a dress code which all pupils respect and adhere to well.

The leadership and management

are good

- The headteacher's leadership of teaching is good. There are robust procedures in place that set targets and provide a range of professional and training opportunities for staff to help them to continually develop their skills. As a result, the quality of teaching across the school has remained good, even though the number of teachers has increased and the school's intake has changed considerably.
- There are well thought-out policies and plans to ensure that pupils make good progress in key subjects. There are newly appointed coordinators to oversee literacy and mathematics. Good training and good teamwork between these two leaders has brought about swift identification of areas for improvement in these subjects. Successful methods have been put in place to support pupils' better progress and to overcome potential barriers to learning for more vulnerable pupils and so they make the same good progress as others.
- The leadership and management of the resource unit is good and ensures that pupils make good progress and that staff are well trained for the specialist role they play in the school. The skills of the resource manager are now being used by the local authority to train other practitioners and increase the capacity across the authority for supporting children with autism and communication difficulties.
- The curriculum is particularly effective in providing pupils with opportunities to apply their literacy and mathematical skills in other subjects. Reading is reinforced at regular times

throughout the day. All Key Stage 2 pupils have to read a fiction and a non-fiction book in their guided reading sessions, which are linked to the topic they are studying, for example, Greek Mythology in Year 4. The variety of reading materials has a good effect on pupils' achievement in both reading and writing.

- In mathematics lessons, pupils have the opportunity to apply their mathematical skills in a variety of practical ways and this is also seen in other subjects, such as science, where pupils present data from experiments using pie charts and in geography where they calculate the volume of water in a river.
- The effective curriculum interests pupils, encourages their positive behaviour, and promotes their enjoyment of classroom activities. A strong focus on pupils' emotional well-being underpins their successful learning.
- A broad range of experiences contribute well to pupils' spiritual, moral, social and cultural development. Pupils are particularly appreciative of the variety of trips. The school has made these a key feature to ensure pupils have first-hand experiences to enhance their understanding of the subjects and topics about which they are learning. For example, pupils recently took part in a city art exhibition where their artwork was displayed. Furthermore, pupils have been involved in a community project to improve the facilities in a local park, where Key Stage 2 pupils planted a garden and designed a play area.
- The school has used the primary school sports funding to increase the number of sports available to the pupils, as well as bringing in experts from local sports teams to train pupils. A specialist coach works regularly at the school so all pupils are taught by an expert while teachers observe and work alongside them to develop their own skills in teaching sport.
- The local authority has an accurate view of the school and recognises the school's particular circumstances and how these have changed greatly over the past 18 months. The local authority has worked closely with the school over this time to ensure that the quality of teaching and leadership did not decline and, in particular, has worked with newly appointed middle leaders to ensure they are effective.
- **The governance of the school:**
 - Governors challenge leaders and are specific in requesting the information they need to assess the school's strengths and where improvements are needed. Governors have an accurate view of how the school judges itself and how improvements have been made in recent years. The governing body, with the headteacher, has broadened the leadership structure so that there is more expertise in key areas. The governors have a good understanding of the quality of teaching and its strengths. They know the school's key priorities for improvement and work with leaders to ensure these link closely to teachers' targets and subsequently to increases in their pay. Governors know how much the school receives in pupil premium funding and how this is used. They are understood why the school receives the money and how it helps pupils who are entitled to it to do well.

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	107927
Local authority	Leeds
Inspection number	440777

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	T Hall
Headteacher	Sue Mudie
Date of previous school inspection	9 May 2012
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