

Richmond Primary School

Stoke Road, Hinckley, LE10 3EA

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Too few pupils make consistently good progress in writing from their individual starting points and rates of progress in writing vary between classes. Pupils' understanding of spelling, punctuation, and grammar are not good enough.
- Teachers do not routinely correct pupils' mistakes in grammar, punctuation and spelling to secure better progress in writing.
- The progress disabled pupils and those who have special educational needs make in writing is not as good as it is in reading. In part, this is because teachers do not have high enough expectations of what these pupils can achieve.
- Teaching requires improvement. This is because teachers do not have high enough expectations of what all pupils can achieve.
- In some classes, teachers do not check pupils' progress often enough and use this information to ensure work is always well-matched to meet the needs of all pupils.
- Teaching in some classes does not engage pupils' interest sufficiently well or ensure they understand what they are meant to be doing. Consequently, some pupils' behaviour becomes disruptive.
- The school relies too much on the leadership of the headteacher to raise pupils' achievement. The roles of other leaders are not sufficiently well-developed to ensure the school improves at a fast rate.
- Leaders' assessments of teaching do not always focus on the progress pupils make in their learning. As a result, feedback to teachers is not effective in improving the quality of teaching quickly enough.

The school has the following strengths

- Attendance is consistently above the national average.
- There are good systems for supporting potentially vulnerable pupils to settle into school and these are used effectively to ensure they make progress in their learning.
- Leaders have successfully tackled weaknesses in the Early Years Foundation Stage and, as a result, children are better prepared for the next stage in their education.
- The governing body provides strong challenge to school leaders and rigorously holds them to account.

Information about this inspection

- Inspectors observed 23 lessons, four jointly with either the headteacher or deputy headteacher. An inspector heard pupils read in Year 1 and Year 2 and looked at their reading records.
- Inspectors spoke to two different groups of pupils. Pupils shared their views on how teachers help them learn and how adults keep them safe at school.
- Meetings were held with the Chair of the Governing Body and another governor, the headteacher, deputy headteacher and other leaders, the special educational needs coordinator, and a representative from the local authority.
- Inspectors examined the school's plans for improvement, information about pupils' progress, lesson plans, the school's systems for checking the quality of teaching and school policies. Inspectors also examined minutes from governors' meetings and the school's systems for managing the performance of teachers.
- An inspector observed pupils during lunchtime and another inspector visited a school assembly.
- Inspectors examined the work in pupils' books.
- Inspectors took into account 39 responses to the online questionnaire (Parent View) that were submitted during the course of the inspection. An inspector also spoke to parents at the beginning of the school day. Inspectors also took into account 22 staff questionnaires.
- An inspector checked the school's records on managing pupils' behaviour, child protection policies, and the single central record.

Inspection team

Jan Connor, Lead inspector	Her Majesty's Inspector
Alan Jones	Additional Inspector
Annabel Bolt	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school.
- The proportion of pupils known to be eligible for pupil premium funding is below the national average. The pupil premium is additional funding for those pupils who are 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 supported through school action is broadly in line with the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly above national average.
- The largest group of pupils is from White British families. The proportion of pupils who speak English as an additional language or who come from minority ethnic groups is well below national average.
- Since the last inspection, the school has undergone significant changes in staffing and a new leadership team has recently been established.
- The governing body has recently been reformed.
- The school meets the government's floor standards, which sets the minimum expectations for pupils' achievement.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring teachers:
 - have consistently high expectations for pupils' achievement
 - plan work that closely matches the needs and interests of all pupils
 - check that all pupils understand the tasks they are given in lessons and correct mistakes as soon as they occur
 - check pupils' progress regularly and adapt tasks to ensure pupils sustain their engagement in learning and their progress improves.
- Improve pupils' progress in writing by:
 - planning and implementing a consistent and effective approach to teaching spelling, grammar and punctuation
 - raising expectations of what disabled pupils and those who have special educational needs can achieve in writing.
- Improve the effectiveness of the leadership and management of teaching and learning by:
 - ensuring all leaders take sufficient account of the impact of teaching on pupils' progress when assessing the quality of teaching
 - developing the role of leaders further so that they are able to fully support the headteacher in leading the school and bringing about improvements at a faster rate.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough pupils make consistently good progress across the school. In 2013, pupils left Key Stage 2 with attainment and progress in line with the national average for reading but significantly below that of all pupils nationally in mathematics and writing. Too few pupils reach the higher levels in these subjects.
- The school's current pupils are making progress in line with national expectations in mathematics and reading. Progress in writing is not as consistent and differs between classes and year groups. This is the case for different groups of learners including the most-able pupils who make progress in line with other pupils.
- Disabled pupils and those who have special educational needs make similar progress to their peers in mathematics and reading. The progress they make in writing is too slow.
- Pupils' progress in the development of spelling, grammar, and punctuation skills is not good enough for them to improve writing fast enough. There is no significant difference between the progress made by boys and girls in reading, writing, and mathematics.
- Children join the school with levels of skills, knowledge, and experience below those typical for their age. They make good progress in the Early Years Foundation Stage and in 2013 the proportions of children achieving the expected standards by the end of the Reception Year was broadly in line with those seen nationally. Children in Early Years Foundation Stage achieve particularly well in developing their phonics skills (the links between letters and sounds) and this supports the good progress they make in reading and the better progress they are making in writing this year. Children also develop sound mathematical skills. They are well prepared for the next stage in their learning.
- In the 2013 phonics check carried out at the end of Year 1, the proportion of pupils achieving the national expectation for six-year olds was below that seen nationally. The progress of pupils in Reception and Key Stage 1 is accelerating. Pupils use their phonic skills confidently and are developing better independent reading skills early on.
- Pupils for whom the pupil premium provides support are generally one term behind their peers in mathematics, reading, and writing. Where there have been gaps between their attainment and other pupils, these are narrowing.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough of it is good and it does not secure consistently good progress for all pupils. Expectations of what pupils can achieve are not high enough, particularly in writing.
- Where teaching is not good, pupils do not always understand what they are expected to do and learning time is wasted. Teachers do not check how well pupils are doing often enough to ensure they are able to complete their tasks and, as a result, some pupils do not achieve as much as they should.
- The teaching of writing has improved but pupils' progress across the school is still not good. Pupils have more opportunities to write at length now than at the time of the last inspection

across different subjects.

- The teaching of grammar, punctuation and spelling is inconsistent and this is having a detrimental impact on the progress pupils make in writing. Not all pupils have well-developed skills in grammar, punctuation, and spelling. Teachers do not correct errors in grammar, punctuation and spelling systematically. Pupils often repeat the same mistakes regularly without being challenged by teachers.
- Teachers do not always plan activities that meet the needs of all pupils. For example in a Key Stage 1 class, pupils were expected to write a poem together in small groups. However, many pupils sat and waited while others wrote their ideas. As a result, their time was wasted and not all pupils developed their literacy skills sufficiently well.
- Teachers' expectations of what disabled pupils and those with special educational needs can achieve in writing are too low and, therefore, these pupils make less progress than their peers in this subject.
- In lessons where pupils make the most progress, and particularly in Years 5 and 6, teachers plan work that matches the learning needs of all pupils. Teachers' expectations are high and they use their detailed knowledge of pupils to challenge them to make rapid progress. For example in a Year 5 mathematics lesson, pupils were learning how to measure angles. Every pupil was engaged in learning. Teaching challenged pupils to be precise in their measurements and, as a result, pupils made rapid progress.
- Teaching in the Early Years Foundation Stage has improved since the last inspection and is now good. There are stimulating, varied, and challenging activities for the children throughout the day. Teachers' expectations of what the children can achieve are high and children rise to the challenges they are set.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. This is because teaching does not always challenge pupils sufficiently and teachers do not consistently expect pupils to give their best. When this happens, pupils lose interest in their learning and their behaviour deteriorates.
- Pupils behave well outside lessons because of well-established expectations of conduct that pupils understand. Pupils are polite, welcoming, and friendly. The school environment is also orderly and well cared for.
- Behaviour has improved since the last inspection and the school's own behaviour logs show a decreasing number of incidents of poor behaviour. Pupils play safely together and say they feel confident that the adults who care for them in school will deal with any problems they have.
- Pupils know about different types of bullying, including cyber bullying, racist bullying and bullying related to gender or sexual orientation. Pupils say teachers prepare them well to deal with bullying should it occur. Most parents who answered Ofsted's online questionnaire, Parent View agreed with this.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and pupils have a good understanding of how to keep safe in different situations. The school has particularly well-developed systems for ensuring the most potentially vulnerable pupils are well

cared for and protected.

- Attendance is consistently above the national average and incidents of persistent absence are reducing as a result of robust systems for tracking and challenging poor attendance, including the work of the family support team.

The leadership and management

requires improvement

- Leadership and management have not secured consistently good progress for all groups of pupils in writing. Although standards in writing are improving, they are not improving quickly enough.
- Leaders do not focus sufficiently on the impact of teaching on outcomes for all pupils precisely enough. The quality of teaching remains inconsistent and leaders have yet to ensure that all weak teaching has been eradicated throughout the school.
- The members of the new leadership team are beginning to take more responsibility for improving outcomes across all key stages in mathematics and English. However, they have yet to fully develop the skills they need to lead in their areas of responsibility. They rely too heavily on the headteacher to support them to carry out their roles. Consequently, improvements in pupils' achievement are not as rapid as they need to be, particularly in writing.
- Systems for managing teachers' performance are new and have been implemented recently. Targets focus correctly on improving the quality of teaching to raise standards in accordance with the *National Teachers' Standards*.
- The leadership of the Early Years Foundation Stage is good. Since the last inspection, leaders have secured improvements in the Early Years Foundation Stage and outcomes for these pupils are rising.
- The school's plans to use additional sports funding focus on improving the delivery of high-quality physical education. Funding is used to bring in professional coaches to work with pupils and to enable teachers to receive professional development to improve their teaching of physical education. The school has not yet assessed the impact of these actions on improving the health and fitness of pupils.
- The curriculum offers an appropriate balance of learning opportunities, including visits out of school to places of educational interest. Pupils' spiritual, moral, social, and cultural needs are met through, for example, 'Enrichment Fridays' that develop pupils' cultural awareness through music and art and the use of the outdoor area in Forest School. Pupils have many opportunities to reflect on their own beliefs and those of others. Pupils raise money for charities in order to support those in need of help and they improve their environment through the 'Eco Warriors'.
- The local authority supports the school through regular visits to check the quality of teaching and the progress of pupils. It has supported the governing body in preparing a new policy for managing the performance related pay of teachers to better hold teachers and senior leaders to account for their performance. The headteacher and governors have appreciated the support they have been given to develop the new leadership of the school.

■ The governance of the school:

- The newly formed governing body has established effective systems for checking the work of the senior leaders. As a result, it has a clear understanding of the effectiveness of their actions. The questions governors ask are challenging, incisive, and uncompromising. As a result, they are focusing senior leaders' attention much more rigorously on improving the outcomes for pupils.
- Governors regularly visit the school and use the expertise they have to check for themselves whether the actions taken to improve outcomes for pupils are effective. There is a small budget deficit, but governors have secure plans in place to reduce this quickly through careful budget planning.
- The governing body knows about the progress of different groups of pupils, including disabled pupils, those with special educational needs and those for whom the school receives pupil premium funding. It receives a report from the headteacher that not only details how this money is spent, but also clearly shows the impact it is having on the progress of pupil premium pupils.
- The governing body has developed a new policy for performance related pay. It has a clear oversight of how teachers' performance relates to their pay. Governors ensure that systems for safeguarding pupils meet requirements.

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	120076
Local authority	Leicestershire
Inspection number	432308

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Susan Lamprell
Headteacher	Carolyn Munton
Date of previous school inspection	22 March 2011
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