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10 July 2014

Miss Carolyn Munton  
Headteacher  
Richmond Primary School  
Stoke Road  
Hinckley  
LE10 3EA

Dear Miss Munton

### **Requires improvement: monitoring inspection visit to Richmond Primary School**

Following my visit to your school on 9 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the visit, I held meetings with you, the deputy headteacher, who is also the subject leader for English, and the subject leader for mathematics. I met with five governors, including the Vice-Chair of the Governing Body, and had a telephone conversation with the Chair of the Governing Body. I met with a representative of the local authority and the headteacher of a school that is providing support for your school. The deputy headteacher accompanied me on visits to classes to look at the learning that was taking place. I looked at a range of documentation, including the school's information about pupils' progress, a sample of pupils' work and the school's improvement plan.

## **Context**

Since the last inspection in March 2014, three teachers have resigned and will leave at the end of the summer term 2014. Three new teachers have been appointed to start at the beginning of the autumn term 2014.

## **Main findings**

You, other leaders and governors have established a 'no excuses' culture across the school in order to raise teachers' expectations about how much more pupils can achieve. Staff are responding enthusiastically to the leaders' vision of the school's 'destination to good', as you have described the journey staff have embarked on. The school's strengths and weaknesses are clearly understood, resulting in action already being taken before the last inspection, and being continued now. Unvalidated data you presented to me about the progress of pupils currently in Year 6 indicate a positive impact of action taken so far to improve pupils' achievement. There is a strong focus on improving pupils' writing. The introduction of 'non-negotiables' as an approach to improving the quality of writing is well-judged. It is helping pupils improve the quality of their writing and making sure that teachers are consistent in the demands they make of pupils. Subject leaders are being given support where it is needed. Leaders are rising well to the challenge of showing leadership by providing training to help improve teaching and by consolidating strengths, such as interrogating pupils' performance data accurately to inform further interventions.

Governors have a strong grasp of the school's key strengths and weaknesses. They are very clear that the school has the potential to be at least good. They are keen to support leaders in the process of removing barriers that might prevent pupils of all abilities to achieve well. Governors are checking the implementation of the school's action plan which addresses all of the areas in the last inspection. The plan clearly identifies measurable success criteria, for example, identifying the proportion of pupils expected to make specific amounts of progress.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

You are making good use of support from another school that is brokered by the local authority. Leaders from the support school have provided training for teaching assistants. This has developed their subject knowledge and skills in mathematics, so that they are better placed to support pupils. Leaders are also benefiting from seeing how teachers at the support school assess pupils' work. This is helping staff at Richmond to be accurate when they make judgements about pupils' standards of attainment.

I am copying this letter to the Chair of the Governing Body and the Director of Children and Family Services for Leicestershire.

Yours sincerely

Dilip Kadodwala  
**Her Majesty's Inspector**