

Richmond Church of England Primary School

Frances Road, Richmond, North Yorkshire, DL10 4NF

Inspection dates

20–21 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Standards have declined since the previous inspection. Senior leaders have not identified the extent of the school's weaknesses. Their view of pupils' progress and the quality of teaching is generous because self-evaluation is weak. Systems to record, analyse, evaluate and report on the school's performance are inadequate.
- Standards at the end of Year 2 and Year 6 are too low. In Key Stage 1 and Key Stage 2, too many pupils underachieve because the work set for them does not capitalise on the firm foundations laid and the good progress children make by the end of Reception.
- Teaching is inadequate because it is not securing the progress pupils are capable of over time. This is the case for all groups of pupils, including disabled pupils and those who have special educational needs.
- A generous level of staffing for learning support is not having a positive impact on pupils' achievements. The deployment and impact of learning support are not checked carefully enough to assess why this is the case.
- Behaviour requires improvement because pupils often lose concentration; their enthusiasm and attention wane where lessons are not well planned or work is not pitched at the right level.
- The governing body is not doing enough to hold senior leaders to account for pupils' underachievement.
- School leaders do not have the capacity to identify the correct priorities to bring about rapid improvement without external support and training.

The school has the following strengths

- Pupils are courteous and polite. They are well cared for and feel safe.
- Children make a good start to their education in the early years. They are encouraged to be confident and independent learners and this prepares them well for Year 1 and their future learning.
- Pupils enjoy the good range of clubs and sporting activities.

Information about this inspection

- Inspectors observed 11 part lessons, including two with a member of the senior leadership team. Inspectors also conducted several shorter observations of teaching and learning, some of which were with members of the senior leadership team and included a joint scrutiny of pupils' work and teachers' marking.
- Inspectors looked at a wide range of pupils' work, including that on display around the school, and listened to them read.
- Inspectors observed the behaviour of pupils in lessons and around the school.
- Meetings were held with the headteacher, senior and middle leaders, a group of teachers, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and a National Leader of Education.
- Inspectors talked to pupils about their learning and life at school during lessons and at break times, and met formally with two groups of pupils from Key Stage 1 and Key Stage 2.
- Inspectors looked at a range of documentation, including achievement and attendance data, the use of pupil premium funding, safeguarding information, the school's plans for improvement, performance management information, reports to governors and governing body minutes.
- Inspectors took account of the 32 responses to Ofsted's online questionnaire (Parent View). The responses from staff to the inspection questionnaire were also considered.

Inspection team

Wendy Ripley, Lead inspector

Her Majesty's Inspector

Suzanne Lithgow

Her Majesty's Inspector

Lesley Richardson

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is broadly average. The pupil premium is additional government funding which is provided to support the learning of pupils who are known to be eligible for free school meals or are in the care of the local authority.
- The very large majority of pupils are White British. A significantly lower-than-average proportion of pupils are from minority ethnic groups. Very few are at early stage of learning to speak English.
- The school extends its services in that it provides a breakfast club each day.
- Children in the early years attend the Nursery on a part-time basis and are taught full time in the Reception class.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been several changes to the teaching staff since the previous inspection. Two newly qualified teachers have recently been appointed.
- The school is a member of the Swaledale Alliance of Schools. A formal arrangement for the provision of school-to-school support funded by the National College for Teaching and Leadership has been in place since the start of the summer term in 2014.

What does the school need to do to improve further?

- Improve the quality of teaching, marking and feedback so that it is at least consistently good and enables all pupils in all year groups to be appropriately challenged in all subjects and reach their full potential, by:
 - eradicating inadequate teaching
 - ensuring teachers take full account of what pupils already know and can do so that activities challenge them to reach their full potential and sustain their enthusiasm and concentration
 - reviewing the school's approaches to the teaching of mathematics
 - rapidly improving pupils' literacy, numeracy and reading skills and how they present their work so that they are well prepared to start secondary school when they leave Year 6
 - addressing the inconsistencies evident in teachers' marking and feedback so that pupils more readily address their errors and misconceptions.
- Improve the leadership, management and governance of the school by:
 - improving the quality of information that is used to assess and record the school's performance; analysing and evaluating the effectiveness of school initiatives and actions with rigour
 - ensuring analyses of the progress made by different groups of pupils, including those supported by the pupil premium, accurately identify individuals and groups of pupils at risk of underachievement; implementing effective actions swiftly to tackle these
 - ensuring that middle leaders and teachers clearly understand their roles and responsibilities and have the appropriate training and professional development to fulfil them
 - checking the quality of teaching and learning more closely to ensure all staff meet the expected professional standards and are held to account for closing gaps in pupils' achievement
 - ensuring governors provide robust challenge for leaders and carry out and commission their own checks.

- An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management

are inadequate

- Senior leaders do not have an accurate understanding of the school's effectiveness. This means shortcomings are not recognised or tackled with vigour. Consequently, leaders do not demonstrate the capacity needed to provide the sharply focused direction that is required to bring about and sustain improvement in the quality of teaching and pupils' achievement.
- Planning for school improvement is weak. There is not a culture of challenge, and the quality of learning and pupils' achievement are not scrutinised with sufficient rigour. Targets set for improvement and success measures are not incisive enough. Systems to record, analyse and report on the performance of pupils and the impact of teaching on learning are ineffective because they have not arrested a decline in the school's effectiveness over time.
- Senior leaders have not established reliable tracking systems that help teachers plan lessons and monitor pupils' progress. As a result, middle leaders and teachers are not being provided with the necessary tools to undertake their roles effectively and improve their practice.
- The leadership of teaching is inadequate. Senior leaders do not link the progress pupils make over time to the quality of teaching and learning. Therefore, it is difficult to manage teachers' performance accurately and hold teachers and their assistants to account for closing gaps in the achievement of pupils.
- Pupils' spiritual, moral, social and cultural development is promoted well through the different subjects taught. Through religious and personal and social education, pupils develop a good appreciation of different faiths and beliefs and gain a good understanding of the life and values of modern British society, such as tolerance and respect. Sports funding is providing pupils with specialist tuition in physical education and a good range of activities. However, the curriculum is not well enough developed to match the needs and abilities of all pupils or to develop their literacy, numeracy and reading skills sufficiently well.
- Pupils are benefiting from the additional sports funding because they are able to participate in a wider variety of sports and activities through improved clubs and lessons and specialist coaching. This contributes well to their social development.
- While the school fosters good relations and does not tolerate discrimination in any form, it does not provide equality of opportunity for its pupils because it does not accurately identify gaps in the attainment and progress of different groups of pupils, and too many underachieve.
- School leaders do not monitor the impact of the pupil premium funding on the performance of pupils carefully enough and are unable to demonstrate that it is being used effectively.
- Safeguarding arrangements meet statutory requirements. Day-to-day practice to keep pupils safe is effective. The pupils' safety and welfare are a priority for all of the staff. Staff vigilance and sensitive sharing of information and concerns with other professionals ensure that timely and appropriate action is initiated when needed.
- The local authority does not have an accurate view of the school's performance and has not done enough to hold leaders to account for pupils' underachievement and declining standards over a number of years. The support and challenge provided have had limited impact on driving improvements in the quality of teaching and learning.
- The school-to-school support provided through the Swaledale Alliance is at an early stage of development. While this is already having a positive impact on staff morale and contributing well to the sharing and development of best practice, it is too early to see any impact on pupils' achievements.
- Newly qualified teachers may not be appointed.
- **The governance of the school:**
 - Governors do not have an accurate picture of the school's weaknesses or the extent of pupils' underachievement as shown by nationally published pupils' performance data, for example. They have been too reliant on the overly positive reports from the headteacher and have not questioned the content and inaccuracies sufficiently. This means that their ability to support and challenge school leaders, reward good teaching, tackle underperformance and monitor the utilisation of resources is compromised and is not rigorous enough. For example, governors do not know whether the pupil premium funding is making a big enough difference to the pupils it is meant to support because they do not receive accurate information that links spending to the progress pupils make and the standards they achieve.
 - Governors ensure that safeguarding policies and child-protection procedures meet statutory requirements.

The behaviour and safety of pupils**requires improvement****Behaviour**

- The behaviour of pupils requires improvement because attitudes to learning and behaviour in lessons are not developed well because teaching does not consistently engage or interest them in learning.
- Almost all pupils are compliant with their teachers' instructions and try hard to complete the tasks set, even when they pose too much or too little challenge. However, learning slows and pupils' enthusiasm and attention wane where activities cover ground pupils already know or are finding too hard. While teachers generally manage behaviour effectively, pupils report that their learning is sometimes disrupted when a classmate becomes frustrated or is not productively occupied.
- Pupils are friendly, polite and considerate towards each other. They behave well around the school. Pupils are able to hold good conversations with adults and can explain clearly how their behaviour impacts on others. They understand the importance of courtesy, fairness and respect and form good relationships with staff and each other. During collective worship, pupils listen carefully to the messages and try to transfer these into their daily lives.
- Pupils' attendance has improved to broadly average. Fixed-term exclusion and rates of persistent absenteeism have also improved over time, although these remain above national averages.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils conduct themselves sensibly and have a good knowledge about how to manage risks in and about the school. Pupils say that they feel safe. They report that bullying in any form is infrequent and that any incidents are resolved by staff quickly and effectively.
- Parents who responded to the online questionnaire agree that their children are kept safe. Pupils respond well to the care that all adults show and trust adults to respond quickly and effectively to resolve any concerns.

The quality of teaching**is inadequate**

- Teaching is inadequate because it has had insufficient impact on countering underachievement and improving the standards pupils achieve. The quality of teaching is too variable. Some teaching is good, particularly in the early years provision, but too little is consistently strong enough to enable pupils to reach the standards of which they are capable over time.
- Significant changes in teaching staff over the past year mean that many teachers are relatively new to teaching and are still honing their skills. They show much promise, are enthusiastic and determined to do their best for their pupils. However, they are not being effectively supported to do so because they are not routinely having their teaching assessed in terms of its impact on pupils' learning.
- Teachers are not building on pupils' earlier learning appropriately when planning lessons and do not always adjust activities for different ability groups. School leaders have not developed teachers' practice well enough in this regard.
- Teachers' feedback is not always precise enough to help pupils know what they need to do to improve their work. Not enough attention is given to improving the presentation of pupils' work. As with other features of teaching, some stronger practice exists, but this is too infrequent and is not yet being shared effectively to support collective professional development.
- In mathematics, pupils are not provided with enough opportunities for enquiry-based work and problem-solving activities. Pupils' mathematics books typically contain pages of worksheets and assessments, confirming a narrow approach to helping pupils master this core subject. The confidence that the school has placed in its approach to teaching mathematics is not borne out in pupils' achievements.
- Where learning is most effective, teachers take account of pupils' needs and interests and plan activities that engage and enthuse. In these lessons, work is often tailored to address gaps in pupils' knowledge and teaching assistants are deployed effectively. Questioning is used skilfully to check and deepen pupils' understanding, or resolve misunderstandings, and to stimulate discussion and debate with classmates.
- Whole-school training needs are not being assessed effectively or targeted to match priorities carefully in order to bring about the rapid and sustained improvement in pupils' outcomes that is required.

The achievement of pupils**is inadequate**

- Pupils are not making enough progress over time as they move through the school given their starting points at the end of Reception. There are wide variations in the progress of different year groups.
- Children start school in the Nursery with skills and abilities that are generally typical for their age. Almost all children enjoy their learning and play and make good progress so that the proportion of children reaching the expected level of development for their age is above that seen nationally.
- In the most recent teacher assessments at the end of Year 2, although standards in reading were not significantly different from the national picture, the standards pupils attained in writing and mathematics were significantly below the national average. Given the pupils' starting points, this represents inadequate progress from Year 1 to the end of Year 2.
- In the most recent national tests at the end of Year 6, standards in writing were broadly average; in mathematics, reading, grammar, punctuation and spelling, they were significantly below average. Boys' performance was better than that of girls. In every subject, while gaps between groups narrowed slightly last year compared to the previous year, wide gaps were evident between different groups of pupils within the school and in comparison with their peers nationally. For example, in mathematics, pupils supported through the pupil premium funding were seven terms behind their peers nationally and six terms behind their own classmates. Gaps were also evident in pupils' reading, writing, grammar, punctuation and spelling skills.
- Evidence from observations of teaching, scrutiny of work and listening to pupils read, confirmed for inspectors that the achievement of current pupils is too variable. Pupils' literacy and numeracy skills are not being developed sufficiently well. Most pupils show an interest in an appropriate range of books. Many pupils, however, are not equipped with the skills they need to read independently and confidently by the time they leave school. Consequently, too many pupils are leaving the school with skill levels that are not an adequate preparation for the demands of secondary education.
- The most able pupils are not always challenged to reach their full potential, especially across Key Stage 1. Over time, this has resulted in fewer pupils than found nationally reaching the higher levels.
- Disabled pupils and those with special educational needs do not make enough progress. Teaching assistants are deployed generously, but the school does not make careful enough checks in order to understand why this valuable resource of additional adults is not having greater impact.
- Data show that standards in the school have declined since the previous inspection whereas the national picture has been one of improvement.

The early years provision

is good

- Good leadership and management of the early years provision and good-quality teaching have been sustained since the previous inspection. Teachers and teaching assistants are well trained and have a thorough understanding of the needs of young children. They have high expectations for the children and are deployed well to have clear impact on children's achievement across all the areas of learning and development. Strong relationships are forged between adults and children and, as a result, children feel safe and well cared for.
- Observations and 'learning journeys' show that children's starting points are generally typical for their age. Children of all abilities make good progress in all areas of learning. As a result, they are well prepared for their next stage of learning and a higher proportion of children enter Year 1 at a good level of development than is found nationally.
- Disadvantaged children, those with a disability and those with special educational needs make good gains and are effectively supported. The most able children make good gains in their development of key skills such as addition and subtraction. They engage in exciting counting and problem-solving activities such as conducting a survey to work out what children and staff like to have for breakfast.
- Parents are actively encouraged to participate in their children's learning and often use their child's 'learning journey' to write up changes they have noticed at home that have resulted from their children's learning. For instance, after making porridge and trying different healthy breakfasts in Reception, one child had asked for and enjoyed porridge for breakfast for the first time.
- Children work hard to achieve and know how their efforts contribute to the rainbow reward system. 'Wow' awards from home and school are shared and celebrated routinely as part of the school day.
- Children of all abilities develop positive attitudes to learning and play, and provision develops concentration skills from a very early age. Children's independence and social skills are fostered extremely well. Children tidy up with care and enthusiasm and organise themselves well.
- Children's behaviour is good; they work and play very well together. Children take good care of each

other; they move safely around the different levels in the inside and outside learning areas and are supervised well as they do so.

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	121512
Local authority	North Yorkshire
Inspection number	442260

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Jim Jack
Headteacher	Di Robinson
Date of previous school inspection	5 February 2013
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