

The Richmond School, Skegness

Richmond Drive, Skegness, Lincolnshire PE25 3SH

Inspection dates

28–29 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including governors, have not accurately identified the precise steps needed to ensure rapid school improvements, particularly in writing and mathematics.
- Middle leaders do not have the necessary knowledge and skills to lead their subjects effectively. As a result, school improvement is not as rapid as it should be.
- Attendance is below that for pupils nationally.
- Teachers do not consistently reinforce high expectations for pupils' behaviour for learning. This slows pupils' progress.
- Teachers do not consistently challenge pupils in their learning, particularly in mathematics and writing. As a result, pupils, including the most able, do not make as much progress as they should.
- Teachers do not consistently reinforce high expectations for pupils' English spelling, grammar and punctuation across the curriculum.
- There are too many inconsistencies in the way mathematics is taught across the school. Consequently, pupils' progress in mathematics is not improving rapidly.

The school has the following strengths

- Children in the Reception classes make a good start to school life. They make good progress and enjoy a wide range of stimulating activities.
- The school promotes pupils' spiritual, moral, social and cultural education well. Pupils are well prepared for life in modern Britain.
- The teaching of phonics in Year 1 is effective. Pupils develop early reading skills well.
- School leaders are determined and ambitious for the future of the school.
- The provision for pupils who have special educational needs (SEN) and/or disabilities is good. They receive support which enables them to make good progress.
- The school's promotion of pupils' personal development and welfare is good. The school has a calm, friendly atmosphere, where pupils enjoy learning.
- The school's curriculum is enriched by a range of interesting activities. As a result, pupils are enthusiastic learners.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership, management and governance to ensure more rapid improvement by ensuring that:
 - school plans for improvements identify the steps needed to rapidly improve pupils' progress and attainment in mathematics and writing
 - the roles of middle leaders are developed so that they are clear on their responsibilities to ensure improvements in the quality of teaching and learning
 - attendance, particularly that of disadvantaged pupils, remains a high priority and is rigorously addressed.
- Improve the quality of teaching, learning and assessment in order to accelerate pupils' progress by ensuring that teachers:
 - consistently teach pupils the skills they need in mathematics to develop their competency in number handling, problem solving and reasoning
 - teach pupils to accurately and consistently use English spelling, grammar and punctuation in their writing
 - use assessment information effectively to ensure that pupils, including boys and the most able pupils, are sufficiently challenged, particularly in writing and mathematics
 - have consistently high expectations for pupils' behaviour in lessons.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not accurately evaluated the school's performance to identify the necessary priorities to urgently improve the school. As a result, their initiatives to secure improvements, particularly in writing and mathematics, have not had the rapid impact required.
- Middle leaders lack the skills and knowledge needed to be consistently effective in their roles. They do not always ensure that their actions are having a positive impact on the quality of teaching and learning.
- Leaders have not taken effective action to improve standards in mathematics quickly enough, particularly in key stage 2. Leaders have not ensured that teaching strategies for mathematics are consistent across the school and that all pupils are challenged in their learning.
- School leaders do not check that their actions to improve standards are having the desired impact. They accurately identified that English spelling, grammar and punctuation were areas for improvement for pupils in key stage 1 and key stage 2, in order to raise attainment in writing. However, leaders do not hold teachers to account. High expectations for pupils' English spelling, grammar and punctuation are not consistently reinforced by teachers. As a result, pupils do not make the progress they should in writing, particularly by the end of Year 6.
- Leaders have taken effective action to improve the evaluation of pupils' progress and attainment in reading, writing and mathematics. However, leaders do not check that teachers use the information from their evaluations to provide pupils with consistently challenging work, particularly in writing and mathematics.
- Leaders have raised standards in reading. Nevertheless, these improvements are still in the early stages of development. As a result, in 2017, attainment and progress in reading by the end of Year 6, although improved, remained below the national average.
- Senior leaders are determined and aspirational for the school. They work well together and have established a culture of drive and ambition to improve pupils' attainment and progress. However, they have not correctly identified which areas are of the highest priority.
- Leaders have effectively reviewed the way they use the additional funding to support pupils who have SEN and/or disabilities. They carefully check the impact of their actions to ensure that pupils make good progress.
- Leaders make effective use of the pupil premium funding. They have rigorously evaluated the impact of strategies used to ensure that standards for disadvantaged pupils improve. Current school information shows that carefully targeted support is enabling eligible pupils, including the most able, to make progress in line with that of their peers and sometimes better.
- Leaders have reviewed the curriculum to ensure that it is broad and balanced. They have ensured that it provides a wide range of learning activities for pupils, particularly

boys, to develop skills in different areas. Staff provide enrichment activities, such as external visitors and trips and a wide range of extra-curricular clubs. As a result, pupils are enthusiastic learners.

- Leaders promote pupils' spiritual, moral, social and cultural education well through the curriculum. Pupils have a good understanding of fundamental British values and of different faiths and cultures. They are well prepared for life in modern Britain. For example, Year 6 pupils told inspectors that they felt privileged to live in a democratic society. One pupil explained: 'In Britain, we are lucky because we can vote for what we want. In some countries, people aren't so lucky and don't get a choice.'
- The additional funding provided through the primary physical education and sports premium is used well. In addition to providing good-quality teaching and coaching skills, there are increased opportunities for pupils to participate in a range of sporting activities and competitions.

Governance of the school

- The governing body does not have a clear understanding of the precise actions needed to enable rapid improvements in the progress and attainment of pupils in mathematics and writing in key stage 2.
- Effective training from the local authority has ensured that members of the governing body are increasingly effective at holding the headteacher to account for school improvement. They provide appropriate challenge and question the information she provides.
- Members of the governing body are ambitious for the future of the school. Governors have a range of relevant skills and knowledge. As a result, they are able to effectively support many aspects of development and are supportive of senior leaders.
- The governing body rigorously monitors the use of additional funds, such as the pupil premium and funding for pupils who have SEN and/or disabilities. Governors ensure that they receive regular updates from leaders on the outcomes for different groups of pupils.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have received appropriate guidance from the local authority to make sure that all staff are appropriately trained in safeguarding. Staff understand that they have a duty to be vigilant and are fully aware of the different forms of abuse.
- Senior leaders are positive role models and ensure that there is an effective culture of safeguarding and care. They make all the required checks to ensure that staff and visitors are suitable to work with children.
- The governing body ensures that leaders provide a safe environment and that policies and procedures for safeguarding are implemented.

Quality of teaching, learning and assessment

Requires improvement

- Teaching and learning in key stages 1 and 2 are not consistently good. Teachers do not consistently maintain high expectations for the abilities of all pupils. As a result, some pupils, including the most able and those who are disadvantaged, sometimes do not make as much progress as they should.
- Teachers do not use assessment information consistently well in mathematics and writing. Too often, they do not match activities to pupils' abilities to enable them to make good progress. Teachers regularly give pupils the same activities or do not move them on to more challenging work quickly enough.
- In mathematics, teachers do not ensure that pupils have sufficient opportunities to develop their competency in number handling. Pupils do not have regular opportunities to develop their problem-solving and reasoning skills. As a result, pupils, including the most able, do not make the progress they should.
- Teachers do not consistently reinforce high expectations for the accuracy of pupils' English spelling, grammar and punctuation in their work across the curriculum. This slows pupils' progress in writing.
- Teachers do not consistently reinforce high expectations for pupils' behaviour for learning. Consequently, learning opportunities are missed and pupils do not always make good progress in lessons.
- Teachers use questions well in different subjects to reinforce learning and clarify misconceptions. Where this was strongest, pupils made good gains in their learning.
- Teachers model reading aloud to pupils and use class texts to plan interesting work in English. High-quality staff training has improved the teaching of reading. Pupils spoke enthusiastically to inspectors about their favourite books such as 'Harry Potter and the Philosopher's Stone'.
- Pupils who have SEN and/or disabilities are well supported in their learning. Adults provide timely intervention to give pupils appropriate guidance and support.
- Pupils receive good-quality phonics teaching which provides them with a secure base on which to build their wider reading skills. Pupils who read to inspectors did so with confidence and fluency. They used their phonics knowledge well to read unfamiliar words.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has a friendly and calm atmosphere where pupils enjoy learning. Pupils say that their teachers help them with any worries or problems they might have. Pupils take care of each other. For example, Year 6 pupils told inspectors about how their roles as junior police cadets school officers help other pupils to stay safe and resolve friendship issues at breaktimes.

- Pupils know how to keep themselves safe in a variety of situations. They can explain the steps taken to look after them in school, including how to ride a bike safely on the road and how to keep safe when using the internet. The vast majority of parents who responded to Ofsted's online survey, Parent View, confirmed that the school keeps their child safe.
- Pupils are aware of the different forms bullying can take. They said that incidents of bullying are rare, but when they do occur staff deal with them effectively.
- Leaders promote healthy lifestyles well. Pupils were able to explain to inspectors how to stay healthy by eating a balanced diet and exercising regularly. They highly value their healthy lunches and the range of extra-curricular clubs and activities provided by the school.
- Pupils are proud of their school and look smart in their uniform. The vast majority of parents appreciate the care their children receive from staff. One parent stated: 'The teachers are approachable and happy to listen to concerns, and to come up with solutions.'

Behaviour

- The behaviour of pupils requires improvement.
- The behaviour of pupils in lessons across the school is inconsistent. In some lessons, pupils display poor attitudes to learning. They do not respond to instructions promptly and a minority are disrespectful to adults. Where learning was not well matched to pupils' needs, pupils were easily distracted from their learning. As a result, they do not make the progress they should.
- Attendance currently is below that seen nationally. Leaders have recently improved systems for checking pupils' attendance and persistent absence. Leaders now monitor attendance very closely and have raised the profile of attendance in the school and with parents. The attendance of the majority of pupils, including disadvantaged pupils, while still below that nationally, is beginning to improve.
- Pupils conduct themselves calmly around the school and they play well together at breaktimes. In lessons, pupils are encouraged to work together and the majority collaborate well.

Outcomes for pupils

Requires improvement

- Pupils' progress in mathematics by the end of key stage 2 has been well below the national average for the last two years. Pupils, including the most able, do not make the progress they should. Pupils' attainment in mathematics at the end of Year 6, although improved since last year, remains below the national averages for the expected and higher standards.
- Pupils' progress in writing by the end of Year 6 declined in 2017 to well below the national average.
- Pupils' progress by the end of Year 6 in reading, writing and mathematics (combined), although improved, remains below national average expectations.

- Pupils' attainment by the end of Year 6 in reading and English spelling, grammar and punctuation, although improved in 2017, has been below the national average for the last two years.
- Pupils' progress by the end of Year 6 in reading improved in 2017 but remains below the national average.
- The quality of pupils' work in their books in key stages 1 and 2 is inconsistent. Too often, the quality of pupils' writing is let down by inaccurate spelling, punctuation and grammar. In mathematics, work is sometimes too easy for pupils. There are too few examples of pupils, particularly the most able, being challenged to solve a variety of problems and develop their reasoning skills.
- Across the school, boys do not achieve as well as girls in reading and writing. Leaders have reviewed the curriculum to ensure that topics more effectively interest boys. Inspectors' scrutiny of pupils' work in a range of books showed that, currently, boys and girls are making similar progress.
- Too few disadvantaged pupils attain the expected or higher standards in reading, writing and mathematics in key stages 1 and 2. However, information shown to inspectors indicates that provision for current disadvantaged pupils has improved. As a result, they are making good progress.
- The proportion of pupils who attained the expected standards in reading, writing and mathematics at the end of key stage 1 in 2017 was in line with national averages.
- The proportion of pupils who attained the required standard in the Year 1 phonics screening check is above the national average. Pupils use their phonic skills well to support their reading.
- The number of children who attained a good level of development by the end of the Reception Year was in line with the national average.
- Pupils who have SEN and/or disabilities make good progress. Staff effectively identify where additional support is needed and ensure that individual needs are met well.

Early years provision

Good

- The leader for early years is knowledgeable and manages the two Reception Year classes well. She has high expectations for children's learning. As a result, teachers provide a range of exciting activities that engage and motivate children in different areas of their learning.
- Good teaching and nurturing relationships enable children to make good progress. Typically, children start in Reception with skills which are broadly appropriate for their age. They make good progress and the majority leave Reception with a good level of development.
- Children who have SEN and/or disabilities are supported well. Carefully targeted activities and effective adult support ensure that these children thrive during their time in Reception. As a result, children in Reception who have SEN and/or disabilities, in line with other children, are well prepared for learning in Year 1.
- Teachers make regular checks of the progress of children's learning. Teachers use the

information from their assessment of children's learning to ensure that activities meet the needs of children. Consequently, children make good progress across the different areas in the early years curriculum.

- Children's reading, writing and mathematics skills are developed well in Reception. They are provided with regular opportunities to practise their letter sounds. For example, children enjoyed writing messages to each other on their whiteboards, using their phonics to help them spell the words. Adults were also seen by inspectors working well with children to help them develop their awareness of different shapes and their properties. Children had opportunities to create Christmas trees using triangles. Adults skilfully used questioning and modelling to encourage children to accurately fit the shapes together.
- Teachers and teaching assistants work effectively together. They develop children's independence skills well. Routines are established and children follow instructions promptly. Children are encouraged to do things for themselves, such as choose their own activities, put on their own coat and fasten their own zip. As a result, children behave sensibly, feel safe and are willing to try out new experiences.
- Disadvantaged children are closely monitored to ensure that they make good progress. Regular discussions take place between teachers, school leaders and parents to ensure that the quality of teaching and learning meets the needs of different groups of pupils.

School details

Unique reference number	120494
Local authority	Lincolnshire
Inspection number	10037601

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair	Stephanie Preston-Hall
Headteacher	Caroline Wellsted
Telephone number	01754 766639
Website	www.therichmondschoolskegness.com
Email address	enquiries@richmond.lincs.sch.uk
Date of previous inspection	15–16 November 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is lower than the national average.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The proportion of pupils who have SEN and/or disabilities is in line with the national average.

Information about this inspection

- Inspectors observed teaching in all year groups. They listened to pupils reading. Inspectors talked to pupils about their school and looked at samples of their work.
- Inspectors held meetings with the headteacher, deputy headteacher, middle leaders, representatives of the governing body and a representative from the local authority.
- Inspectors spoke to parents informally at the start of the school day. They took account of the 101 responses to the Ofsted online questionnaire (Parent View) and considered the responses made through the Ofsted free-text service.
- Inspectors considered the views of the 24 members of staff who shared their opinions about the school through their online survey. There were no responses to the pupil survey.
- Inspectors looked at a range of documents, including the school's self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; reports of external reviews carried out by the local authority; information relating to the safeguarding of pupils; the school's most recent information relating to the attendance of pupils; and minutes from a number of governing body meetings.

Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Heather Hawkes	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector

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