

# Richard Hill Church of England Primary School

Anstey Lane, Thurcaston, Leicester, Leicestershire LE7 7JA

## Inspection dates

10–11 January 2018

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and governors have not ensured a consistently strong rate of improvement since the previous inspection.
- Leaders do not provide precise guidance to help teachers to accelerate pupils' progress.
- Some new subject leaders do not yet have a clear picture of the quality of teaching and learning in their subjects.
- Teachers' expectations are not consistently high enough to ensure pupils achieve as well as they should.
- Pupils who need to catch up, including those from disadvantaged backgrounds, do not build solidly upon their previous learning.
- The teaching of reading does not fully develop pupils' enjoyment or check their understanding.
- The teaching of spelling does not build upon what pupils already know.
- Not enough tasks encourage pupils to apply their mathematical skills or develop well-structured writing.
- There is some variation in how well learning support assistants are used during lessons.
- Communication with parents and carers is improving. Leaders have not always ensured that parents are clear about the school's actions.

### The school has the following strengths

- Rapid improvements are now being made to teaching and learning. Staff are committed to moving the school forward.
- The interim headteachers are quickly addressing any weaknesses. They, together with governors, identify and systematically work towards main priorities.
- Children in the early years achieve well because teaching is good.
- Pupils say they feel safe. Behaviour and personal development are good because pupils respond positively to their learning and to the school's values. Attendance is above average.
- In Year 1, standards in phonics are above average.
- Pupils who have special educational needs (SEN) and/or disabilities are now doing better than previously due to big improvements in provision.

## Full report

### What does the school need to do to improve further?

- Improve teaching and pupils' progress by ensuring that teachers consistently:
  - have high expectations of what pupils should achieve so that all pupils make good gains in their learning
  - provide tasks that help pupils who need to catch up to build well upon what they already know and can do
  - make the best use of learning support assistants during lessons.
- Raise attainment in reading, writing and mathematics by ensuring:
  - the teaching of reading consistently supports an enthusiasm for reading and develops pupils' comprehension skills
  - tasks enable pupils to develop their writing skills systematically
  - effective teaching of spelling and the routine application of pupils' phonic knowledge
  - more ways for pupils to develop greater depth of mathematical understanding.
- Improve leadership and management by:
  - developing the monitoring role of all leaders, including governors, so that they evaluate the school's work effectively
  - making sure that leaders help teachers to understand how to accelerate pupils' progress
  - helping parents to understand the work of the school and leaders' actions more fully.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, the rate of improvement has fluctuated. Changes to staff, leadership and governance have hampered some plans for improvement and slowed the school's progress towards addressing its main priorities. Consequently, teaching and pupils' achievement are not yet consistently good.
- Since the previous inspection, governors have not held school leaders to account well enough. However, the governing body is now acting upon the recommendations of a review of its work and governors are better equipped to ask relevant questions.
- Staff changes have affected the leadership of some subjects. Some leaders are new to their roles and are not yet fully involved in improving teaching and learning in their subjects.
- When senior leaders check the quality of teaching, they do not focus well enough on the learning of specific groups of pupils, for example those from disadvantaged backgrounds. As a result, teachers do not always receive specific feedback on how to improve the progress of these groups.
- Until very recently, leaders and governors have not responded to parents' concerns rapidly enough in order to allay any worries parents may have. However, parents have many positive things to say about the school. They praise the school's strong ethos and promotion of values.
- The interim headteachers, together with the deputy headteacher, have identified accurately what needs to be done and are now making rapid improvements. They are reviewing existing behaviour systems to ensure that pupils' behaviour remains good and leads to a calm and orderly school environment.
- The interim headteachers have high aspirations for pupils and staff. They value the staff's efforts to improve teaching and learning. They help staff to identify pupils who should be doing better in order to raise pupils' achievement.
- Senior leaders rigorously check the quality of teaching and pupils' progress. They give staff effective support, including learning from best practice in other schools. They guide staff on how to motivate learning and provide consistent feedback to pupils. As a result, teaching is improving and, although rates of progress are still inconsistent, pupils' achievement is improving.
- Previous spending of the pupil premium funding helped pupils in their personal and emotional development, but not enough emphasis was placed on raising pupils' achievement. Senior leaders are currently ensuring that additional provision is now helping eligible pupils to make better progress and they are reviewing the effectiveness of spending.
- Leaders now use the additional funding received for pupils who have SEN and/or disabilities effectively to provide relevant resources and well-placed adult support. This, together with a re-organisation of provision, is leading to improved rates of progress for pupils.

- Leaders make good use of extra support provided by the diocese, local authority and the teaching school alliance to aid curriculum development and the improvement of teaching.
- The curriculum provides interesting topics which develop pupils' spiritual, moral, social and cultural understanding well. A range of experiences, including trips and visitors, support pupils' personal and academic development. Pupils' learning about important values prepares them suitably for life in modern Britain.
- The primary physical education and sports funding is used effectively to improve teachers' skills in a range of physical education lessons and to increase pupils' participation in sports and team games, including at lunchtimes.

## **Governance**

- Governors recognise that, since the previous inspection, they have not been sufficiently stringent in checking the effectiveness of the school's work. This has played a part in slowing the school's improvement.
- However, governors have seen the school through significant staff and leadership changes. They have welcomed new personnel into their ranks and are now in a stronger position than previously to help to move the school forward.
- Governors now work closely with school leaders to identify main priorities for improvement. They inform themselves about the curriculum and gather pupils' views.
- Governors are honing their skills in sharper analysis of progress information to evaluate more astutely the impact that additional funding, for example the pupil premium, has on pupils' achievement.
- Governors carry out the regular review of policies and check the school's safeguarding systems. They undergo the necessary training for the safe recruitment of adults who work with pupils.

## **Safeguarding**

- The school's arrangements for safeguarding are effective. Daily security checks are carried out routinely. There are suitable systems in place to follow up pupil absence from school.
- Leaders ensure that staff receive relevant training to keep pupils safe. The vetting of adults who work with pupils is thorough. Any child protection issues that arise are recorded and followed up. There are good links with external agencies should further support for pupils and families be required.
- Learning in lessons and support from adults help pupils to form positive relationships and understand how to keep themselves safe from potential harm. Any issues that do arise are addressed sensitively. Leaders maintain links with parents in order to resolve any concerns about pupils' welfare in a timely manner.
- The school's recent work to gain the local authority's 'Beyond Bullying' award has raised the profile of anti-bullying and provided pupils with good guidance. The school's records show that incidents of bullying are low.

## Quality of teaching, learning and assessment

**Requires improvement**

- Inconsistencies in teachers' expectations mean that pupils, including the most able, do not always make as much progress as they should.
- Some of the tasks that teachers give to lower-attaining pupils, including those from disadvantaged backgrounds, are not well enough matched to pupils' abilities. The work is often too difficult and does not allow pupils to consolidate basic skills. This reduces the amount of work pupils produce and slows their progress.
- Teachers do not always make the most of extra adult support to help pupils to make the best progress during lessons. When learning support assistants are used effectively, for example to work with pupils who have SEN and/or disabilities, they help pupils to understand their learning and to achieve well in developing basic skills.
- Leaders do not check that the teaching of reading is consistent. Consequently, pupils' response to the enjoyment of reading varies. In some classes, there is more emphasis on the development of pupils' comprehension skills than in others. The best teaching inspires an interest in reading and uses texts well to improve pupils' writing and vocabulary.
- Sometimes, the teaching of spelling is not well enough matched to pupils' abilities. Although the teaching of phonics is regular and systematic, staff do not encourage pupils to use what they know about phonics whenever they read and write.
- In writing, tasks do not ensure that pupils build upon their existing skills. This limits pupils' progress in advancing towards well-structured and fluent writing. Staff have raised their expectations about how pupils should present their work, leading to neat and legible handwriting and improved presentation.
- The teaching of mathematics is improving. Although not yet fully consistent across the curriculum, there is a greater emphasis on developing pupils' depth of understanding. For example, during the inspection, pupils were challenged to use what they had learned and to apply their own methods to investigate square and prime numbers.
- Teachers are enthusiastic and keen to improve. Staff know pupils well and encourage them to succeed. They pick up misconceptions during lessons and check that pupils understand. Staff expect pupils to contribute, to behave well and to share their ideas with each other.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to support pupils' personal development and welfare is good. Staff help pupils to understand the benefits of healthy eating and physical activity. They provide extra emotional and pastoral support for those who may need it.

- Pupils like receiving the school's awards for their efforts. They are keen to be given the opportunity to write in pen and, therefore, try hard to present their work well. They like taking on responsibilities to help staff and younger pupils. They are keen to act as librarians and school councillors.
- Pupils say they feel safe. They know about the different forms of bullying, including the potential risks when using technology. Pupils say that bullying is not a problem, especially since the school received the local authority's award for anti-bullying. Pupils say they know who to speak to if they have any worries.
- Pupils know about the school's values and understand the importance of respect and tolerance towards others. They learn about democracy and recognise the need for rules. The curriculum develops their understanding of others beyond the school community through visits and religious education lessons.

## Behaviour

- The behaviour of pupils is good. Pupils get on well together and they value their friendships. They show tolerance towards those who find it difficult to behave well and understand how pupils are helped to conform to the school's expectations.
- Pupils have positive attitudes to their learning. Some say they are keen to learn even more and like the challenge they receive during mathematics lessons. Pupils concentrate on their work and listen well to adults. They make the best progress when they are fully motivated by tasks that are well pitched to their ability.
- Pupils' attendance is above average and very few stay away from school frequently. The breakfast club provides a good start to the day and helps pupils to be ready for their learning.

## Outcomes for pupils

## Requires improvement

- Pupils do not make consistently strong progress as they move through the school. There is variation in how well pupils achieve after the good start they make in the Reception class. This means that some pupils do not reach the standards of which they are capable.
- Although pupils reach above average standards in phonics, there is some variation in how well they use their phonics knowledge to tackle new words when they read and to spell accurately when they write.
- The most able pupils do not always achieve the higher levels, especially in writing and mathematics. Although this is not yet consistent, leaders are identifying those pupils who could do better and more teaching than previously is developing higher level skills in reading, writing and mathematics.
- The progress of disadvantaged pupils is improving due to an increased level of support. However, they do not yet make the accelerated progress necessary for them to reach the standards expected for their age.

- Pupils who have SEN and/or disabilities are making much better progress than previously. This is because there is now a clear identification of needs and improved links with external agencies and parents. Pupils often work with learning support assistants who support their progress well.
- By the end of Year 6 in 2017, a greater proportion of pupils reached the expected standards in reading, writing and mathematics than in 2016. Pupils who are currently in Year 6 are building strongly upon their previous learning. More are now working at greater depth, which is preparing them well for the next stage of their education.

### Early years provision

**Good**

- Children make strong progress in the early years because teaching is consistently good. The percentage of children reaching a good level of development has been sustained at above average since the previous inspection. Consequently, they are well prepared for their learning in Year 1.
- Staff listen carefully to what children tell them and respond positively. They encourage children to find out for themselves and they extend thinking well. Staff make sure that basic literacy and numeracy skills, including phonics, are taught regularly and developed systematically.
- Children are interested in the tasks on offer and engage readily. They cooperate well with each other and share resources. They know the daily routines and play their part in helping others and their teachers. In this way, they develop confidence and independence. Children behave well and safely, because staff make their expectations clear.
- Good leadership ensures that the curriculum meets children's needs. Staff provide activities to reduce any differences in performance between groups of pupils. For example, they raise boys' attainment in writing by using popular stories such as 'The Three Billy Goats Gruff' to motivate learning. Staff use any additional funding effectively to support disadvantaged children to achieve well.
- There are good arrangements for when children start in the Reception class. Staff maintain good ongoing communication with parents about their children's learning, including frequent updates on children's progress and achievements.

## School details

Unique reference number	120205
Local authority	Leicestershire
Inspection number	10036080

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Marian Driver
Headteachers	Jan Knox / Jacky Farnell
Telephone number	0116 234 0212
Website	<a href="http://www.richardhillschool.co.uk">www.richardhillschool.co.uk</a>
Email address	<a href="mailto:office@richardhill.leics.sch.uk">office@richardhill.leics.sch.uk</a>
Date of previous inspection	7–8 October 2015

## Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The early years provision comprises a Reception class, which children attend full time.
- The school offers before and after-school care, which the governing body manages.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, the school has experienced significant staff and leadership changes. The school is currently being led by the headteacher of Hope



Hamilton Church of England Primary School and the headteacher of Houghton on the Hill Church of England Primary School in the capacity of interim headteachers.

- The school is part of the Oadby Learning Partnership.

## Information about this inspection

- The inspectors observed learning in nine lessons, four of which were seen jointly with the headteachers. In all, seven members of staff were observed teaching.
- The inspectors looked at samples of pupils' work across the school. They spoke with pupils about their work during lessons and met with groups of pupils. They listened to pupils in Year 2 and Year 6 read.
- The inspectors held meetings with governors, school leaders and staff. An inspector spoke with a representative of the local authority.
- The inspectors analysed 32 responses to Ofsted's online questionnaire, Parent View, and took account of written comments from parents. An inspector spoke with parents during the inspection.
- The inspectors scrutinised the school's systems and documentation relating to safeguarding. They reviewed information about pupils' attainment and progress, and about their attendance. The inspectors evaluated the school's improvement plans and evidence of its checks on the quality of teaching.

## Inspection team

Viv McTiffen, lead inspector

Ofsted Inspector

Richard Waldron

Ofsted Inspector

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