

# Inspection of Richmond Primary School

Towers Drive, Hinckley, Leicestershire LE10 0ZD

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Inspection dates: 26–27 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Not previously inspected

## **What is it like to attend this school?**

Pupils enjoy coming to this inclusive and friendly school. Staff are skilled in nurturing pupils' social and emotional development. Pupils value and speak knowledgeably about the school's '4Cs'. Staff encourage pupils to be 'critical, collaborative, caring and creative'. Pupils say the '4Cs' help them in their daily lives. Pupils learn how to discuss different topics. They told inspectors they can 'disagree without being disagreeable'.

Pupils' attendance and behaviour are good. Incidents of bullying are rare. If any behaviour incidents do occur, then adults deal with these quickly and fairly. Leaders do their best to ensure that pupils are kept safe and feel safe. Pupils know how to keep themselves safe when online. There is a good range of well-attended clubs for pupils to choose.

Staff have high expectations for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils have positive attitudes towards their learning. They are not easily distracted. The standard of pupils' work across different subjects is good.

Parents and carers are overwhelmingly positive about the school's leaders and staff. A typical comment was, 'The school has provided fantastic support, care and guidance for my son. We could not have wished for a better school for him.'

## **What does the school do well and what does it need to do better?**

Pupils receive a good-quality education. Leaders have ensured that the curriculum is broad and balanced. Core subjects such as English, mathematics and science are planned and sequenced well. For example, throughout key stage 1, pupils develop their understanding of materials. They increase their scientific vocabulary by correctly using words like transparent and waterproof. Visits to places of interest such as aquariums further enhance the science curriculum. In mathematics, Year 5 pupils use their knowledge of shapes to calculate perimeters. Leaders of these core subjects are knowledgeable and experienced. Teachers appreciate the training and support they receive from leaders.

Some other subjects are not as well sequenced. Subject leaders have appropriate plans in place to address this. The curriculum for pupils' spiritual and cultural development is not as good as it could be. There are gaps in pupils' knowledge and understanding of different faiths and cultures. Pupils could be better prepared for life in modern Britain.

There is a sharp focus on pupils gaining the phonic knowledge they need to become fluent readers. The subject leader has ensured that all staff are trained well. Pupils join in enthusiastically with the phonic lessons. Pupils' reading books are at the correct level of challenge. Many pupils read frequently both at school and at home.

Pupils in key stage 2 enjoy reading and there is a wide variety of books from which they can choose.

There is very good provision for disadvantaged pupils and pupils with SEND. The leaders for these areas are effective. They know the pupils very well. They provide appropriate opportunities for pupils to develop academically and socially. Pupils with SEND receive extra support before and after school. This means that they do not miss lessons during the day and that they study the full curriculum. The nurture group is a particular strength. The pupils enjoy coming to school and like the support, guidance and care they receive.

The headteacher and senior leaders are effective in their roles. They are well respected by staff, parents and pupils. Senior leaders have coped admirably with recent staff turbulence, building works and an increase in pupil numbers. Staff appreciate the opportunity to develop professionally and to learn from each other. Staff told inspectors that senior leaders are mindful of their workload.

The effective early years leader ensures that children get off to a great start. Skilled staff work well with children to develop their knowledge and skills. Relationships between adults and children are warm and positive. Children are cared for well. Resources are good. The classrooms are busy yet calm. Children are engaged and engrossed in the provided activities. The outdoor area allows children to develop physically. Adults assess children frequently. This information helps teachers plan future activities. Parents receive up-to-date information about their child's development.

The governing body is highly effective. This is because its members are knowledgeable, experienced and well trained. Minutes of meetings show that they hold senior leaders to account for their actions. The school receives an appropriate mix of support and challenge from the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good knowledge of the latest statutory safeguarding guidance. They know how to spot the signs of neglect, peer-on-peer abuse and county lines drug trafficking. Staff know what to do should they have any safeguarding concerns about a pupil or family. There are thorough checks made on adults before they can work or volunteer at the school. The safeguarding leaders have received training on a new online safeguarding recording system. Not all staff have received training on how to use this system. This training should be undertaken promptly.

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

### (Information for the school and appropriate authority)

- Leaders have ensured that the curriculum is broad and balanced. However, not all of the foundation subjects are planned and sequenced well enough. It is not always clear how pupils' learning in these subjects is linked and built on from year to year. Leaders should ensure that all subjects are planned carefully so that progression in these subjects is clear.
- Pupils do not receive a fully planned personal, social, health and economic (PSHE) curriculum. For example, there are gaps in pupils' knowledge and understanding of different faiths and cultures. Pupils are therefore not as well prepared for life in modern Britain as they should be. Leaders should ensure that the PSHE curriculum provides pupils with increased opportunities to learn about faiths and cultures that are different to their own.
- Not all staff have received training on how to use the new online system to record their safeguarding concerns. As a result, safeguarding records are not consistently of a high quality. Leaders must ensure that all staff fully understand how to record any safeguarding concerns they may have.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 143795   |
| <b>Local authority</b>                     | Leicestershire   |
| <b>Inspection number</b>                   | 10119925   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 495  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of governing body</b>             | Lee Finney   |
| <b>Headteacher</b>                         | Carolyn Munton   |
| <b>Website</b>                             | <a href="http://www.richmond.leics.sch.uk/">www.richmond.leics.sch.uk/</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school joined the Success Academy Trust in February 2017.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, deputy headteacher and the leaders responsible for disadvantaged pupils, pupils with SEND, the early years, phonics, science, English, mathematics, geography and a range of other subjects. Further meetings were held with seven members of the governing body including the chair, a number of newly or recently qualified teachers and the chief executive of the trust. A number of discussions were held with pupils and responses to Ofsted's staff and parent questionnaires were considered.
- We undertook deep dives into mathematics, English, phonics and early reading, science and geography. A deep dive entails talking with the subject leader, visiting lessons, talking with pupils and teachers and examining work in pupils' books, all from the same subject.
- When inspecting safeguarding, we met with the designated safeguarding lead and several members of staff. The safeguarding policy, training records and examples

of safeguarding concerns were scrutinised.

- We examined a wide range of documentation including the school development plan, self-evaluation, curriculum plans and information relating to pupils' attendance and behaviour.

### **Inspection team**

Peter Stonier, lead inspector

Her Majesty's Inspector

Ann Glynne-Jones

Ofsted Inspector

Paul Lowther

Ofsted Inspector

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