

Inspection of Richard Hill Church of England Primary School

12 Anstey Lane, Thurcaston, Leicester, Leicestershire LE7 7JA

Inspection dates:

2 and 3 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils say they are happy and safe at this friendly school. Everyone plays well together. They like their teachers. As one pupil told inspectors, the school is special because it is a place where there is 'love and joy'.

Pupils behave well and are polite. They welcome visitors. The support some pupils receive to regulate their behaviour has had a positive impact. Instances of bullying are rare. When it does happen, pupils know that adults will take their concerns seriously.

Right from the start, children settle quickly into school. The youngest children are independent. They learn to use their resources and equipment responsibly. However, in some subjects, learning slows as children move through school because some adults do not know how to deliver the school's curriculum.

The school is prominent in the local community. It has established links with the local church and nursing home. Parents and carers recognise the improvements the school has undergone recently. They are proud of their child's achievements. In the words of one parent, 'The school has a good community feel to it.' However, pupils' understanding of life in modern British society is not secure.

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

Leaders have made some significant changes to the school's curriculum to ensure it is broad and balanced. Leaders are continuing their refinement of the curriculum to ensure that the key knowledge pupils need to know is precise.

Leaders are supporting staff to understand how to deliver the school's curriculum. However, some adults' knowledge of subjects is not secure. Sometimes, adults teach misconceptions in some subjects. Sometimes, adults lack the expertise to address gaps in pupils' knowledge. This includes for those pupils with special educational needs and/or disabilities (SEND).

In some subjects, teachers regularly make checks to identify what pupils know. The 'retrieval' quizzes encourage pupils to remember some of their previous learning. This is not reflective of all subjects. In subjects other than English and mathematics, assessment is in its early stages of development.

The school's early reading programme is new. Trust leaders have ensured that the resources and training needed to deliver the programme are in place. Generally, reading books are well matched to pupils' stage of development. Teachers make regular checks to ensure that pupils are remembering the sounds to help them decode words. Some pupils, including those with SEND, receive additional reading practice.

Children in the early years develop strong relationships with adults and their peers. They learn to turn take and share. Many children use what they have learned in adult-led activities in their own independent work. They listen to stories and then retell them in their play.

Pupils have positive attitudes to school. They are keen to learn and do well. Leaders' actions to support attendance and punctuality for some families is having a positive impact. Leaders ensure that their high expectations of pupil conduct are consistently applied throughout the school day.

Pupils learn how to be healthy. The 'daily boost' exercise welcomes pupils and families in the morning. Pupils are supported to have an age-appropriate understanding of healthy relationships. Leaders ensure that pupils share books that represent life in modern society. Through these texts, pupils learn to discuss and listen to differing viewpoints. Pupils do not recall key knowledge, values and beliefs of different groups within modern British society. Sometimes pupils make generalisations about different communities.

Governors visit the school to make checks on the information they receive from leaders. Trust leaders have ensured that the school is now in a period of stability. Staff say that leaders are sensitive to their well-being and workload. They appreciate the various training opportunities that are offered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders give high priority to pupils' well-being and safety. They ensure that all staff are regularly reminded of the school's safeguarding procedures. Staff are vigilant and act promptly when they are concerned about a pupil's welfare. They work with external agencies to provide additional help when needed. Record-keeping is detailed and thorough. Those leaders responsible for governance regularly check the school's safeguarding procedures.

Pupils are taught how to keep safe. For example, older pupils learn how to use mobile phones responsibly, while younger children learn about safety in the home.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the school's curriculum is inconsistent. Leaders have not ensured that teachers' understanding of the school's curriculum is secure. This inhibits pupils, including those with SEND, from remembering the key knowledge in all curriculum subjects. Leaders must ensure that all staff have the skills, knowledge and expertise to teach the school's curriculum.

- In the foundation subjects, assessment procedures are in the early stages of development. This means that leaders are not clear about what knowledge pupils have remembered and what they need to learn next. Leaders should ensure that there are effective assessment systems in place to evaluate what pupils know and remember in all foundation subjects.
- Some pupils' understanding of protected groups is underdeveloped. Other pupils do not always understand the consequences of the language they use when referring to different protected groups. This does not prepare them well for modern society. Leaders must ensure that pupils have a secure understanding of different groups within modern Britain so that they are well prepared citizens of the future.

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 information from Ofsted Parent View 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.

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

Unique reference number	145972
Local authority	Leicestershire
Inspection number	10241310
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	Board of trustees
Chair of trust	David Williams
Headteacher	Jan Knox (executive headteacher) Sally Applebee-Lewis (head of school)
Website	www.richardhillschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Richard Hill Church of England primary school joined the Vines Academy Trust in July 2018. When its predecessor school of the same name was last inspected by Ofsted, in January 2018, it was judged to require improvement overall.
- The school is a Church of England primary school. It underwent a section 48 inspection on 1 November 2016. This is an inspection of the school's religious character.
- The executive headteacher, head of school and assistant headteacher took up their positions in January 2021.
- The school makes no use of alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- Inspectors met with the executive headteacher and the head of school, who is also the school's special educational needs and/or disabilities coordinator. A meeting was also held with early years leader.
- Inspectors met with members of the trust board and local governing body. They scrutinised records of their meetings.
- Inspectors met the leaders responsible for safeguarding, spoke to staff and pupils and considered documentation to evaluate the school's safeguarding culture.
- Inspectors carried out deep dives into the following subjects: early reading, mathematics, design technology and art and design. They met with subject leaders and considered planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also looked at curriculum plans for geography and personal, social and health education.
- Inspectors spoke with parents and pupils. They considered the responses to the pupil and staff surveys. They considered the comments made on Ofsted Parent View.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Luella Manssen

Ofsted Inspector

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