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Vicky Ross  
Headteacher  
The Richmond School, Skegness  
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Lincolnshire  
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Dear Mrs Ross

**Requires improvement monitoring inspection of The Richmond School, Skegness**

This letter sets out the findings from the monitoring inspection of your school that took place on 4 May 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

During the inspection, I discussed with you and other senior leaders, governors and the local authority, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I discussed with leaders the arrangements for keeping pupils safe and reviewed relevant documentation. I also met with curriculum leaders, groups of staff and pupils, visited lessons and observed behaviour during social times. I have considered all this in coming to my judgement.

**The Richmond School continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.**

The school should take further action to:

- develop the knowledge and expertise of subject and stage leaders to ensure that they can continue to improve the curriculum.

## **Main findings**

Since the previous inspection there have been changes to the leadership team. You took up your post as headteacher in September 2022. A new special educational needs coordinator (SENCo) started working at the school in January 2023. For much of the current academic year, you were performing the roles of SENCo, family support worker and bursar.

Leaders have ensured that the phonics and reading curriculums are taught with consistency. This is a significant change from the time of the previous inspection. Pupils say that they enjoy reading. They can name their favourite books and authors. Pupils read regularly. Leaders have ensured that pupils read a variety of texts during their time at the school.

Leaders have developed curriculums, which are broad and well sequenced. This is the case for all subjects in terms of long-term plans, which ensure that pupils follow a logical journey through the curriculum, from the early years to Year 6. In some subjects, leaders are still in the process of identifying the precise details of what pupils will study in some sequences of lessons. Leaders have ensured that staff have the skills and knowledge to be able to adapt their teaching for pupils with special educational needs and/or disabilities (SEND). Leaders are continuing to develop the precision of these adaptations alongside the development of the curriculum.

Leaders have ensured that the early years curriculum prepares pupils for key stage 1. There are direct links between what pupils learn in the early years and the subjects they will study throughout the rest of their time in school. The early years statutory framework is covered in full. However, leaders have not yet ensured that the curriculum beyond the prime areas of learning is as effectively sequenced or taught as it could be.

Leaders are proactive in identifying areas for development. They introduce strategies and review these for impact. This approach has had a positive effect, for example on the teaching of writing and pupils' ability to write. Leaders have managed change in a manner which has taken account of staff well-being and workload. Staff talk positively about leaders' approachability. Staff appreciate the support leaders provide to help them develop their practice.

Governors play an active role in school life. They know the school's strengths and areas for development. Governors have supported and challenged leaders in relation to curriculum sequencing. They regularly review safeguarding arrangements. Governors often, but do not always, take a strategic approach to their support of school leaders.

At the time of the previous inspection, leaders were not identifying patterns of misbehaviour. Leaders have developed their work in this area. They identify when and where poor behaviour takes place. They review types of behaviour incident. Leaders are continuing to refine their analysis of behaviour incidents and the pupils involved. Behaviour is improving. Fewer pupils receive suspensions and less often. Staff say the

new behaviour system has provided clarity and consistency about what is expected of pupils and what happens when pupils make the wrong choices. Pupils agree with staff that most pupils behave well.

Leaders have worked closely with the local authority. They have used the evaluations and training sessions delivered by the local authority to help staff develop their understanding of curriculum sequencing and best practice in relation to the teaching of the curriculum. This support is helping staff to develop their confidence. Leaders responsible for some aspects of the school's provision are not yet as confident about how to develop their areas of responsibility as they could be. Leaders have ensured that staff access training opportunities and, as a result, there is consistency in relation to some aspects of the school's provision, for example the teaching of phonics and reading.

Leaders have sought support from a local multi-academy trust (MAT). They value the input of trust subject experts to support the school's curriculum leaders. Leaders are continuing to work with this MAT to develop the early years provision. They are focused on developing staff expertise to improve the personal, social and emotional development aspects of the early years provision. Leaders are continuing to seek support to improve the experiences of children in the early years.

I am copying this letter to the chair of the governing body, the Department for Education's regional director and the director of children's services for Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Matthew Fearn-Davies  
**His Majesty's Inspector**