

Inspection of a good school: All Saint's Richmond Hill Church of England Primary School

Cross Aysgarth Mount, Leeds, West Yorkshire LS9 9AD

Inspection dates: 11 and 12 July 2023

Outcome

All Saint's Richmond Hill Church of England Primary School continues to be a good school.

What is it like to attend this school?

Leaders have created a welcoming and friendly environment. Pupils are proud to attend the school and be part of the diverse community. Pupils demonstrate a mature approach to their studies. They enjoy learning new and challenging things in lessons. This helps pupils to get better at what they do.

Leaders have high expectations of pupils' behaviour. Pupils' interactions with their peers, adults and visitors are polite and respectful. Pupils conduct themselves extremely well around school. This contributes to a sense of calm in the building.

Pupils recognise the importance of tolerance and respect. They speak knowledgeably about the diversity of faiths and cultures at the school. Incidents of bullying are rare. Pupils are taught the difference between bullying and childhood arguments. Adults deal with occasional incidents swiftly. Staff know pupils well. Pupils trust that adults will be able to help them if they are worried about something.

Leaders actively encourage pupils to contribute positively to the school as well as local and global communities. Pupils take part in and lead opportunities to fund raise and volunteer for charities. Through this, pupils develop an understanding of how their actions can positively impact those around them.

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

Leaders have developed a carefully sequenced curriculum. They have mapped out the important knowledge and skills that pupils should learn. The curriculum builds on pupils' learning in early years well. As pupils progress through the school, teachers frequently check what pupils have remembered before introducing new concepts. This helps pupils to make connections with prior learning in and across the curriculum. Leaders provide a range of opportunities to enhance the school's curriculum. Visits to local places of interest,

as well as visitors to school, enrich pupils' learning. Pupils enjoy 'launch days' at the beginning of a new theme. These ignite pupils' interest in the concepts to be taught. Pupils with special educational needs and/or disabilities (SEND) are supported well in class. Teachers regularly review the small steps that need to be in place for pupils with SEND to access their learning. Pupils with SEND complete work that is matched well to their individual needs.

Leaders have revised the teaching of phonics during the current academic year. Leaders provide regular training and coaching to staff to support their teaching of early reading. Adults' strong subject knowledge helps them to identify quickly and address misconceptions in lessons. Children begin to learn phonics from the beginning of their time in Reception. Adults consistently model the use of vocabulary. They check that pupils know and understand the meaning of new words. Adults listen to pupils read. However, they do not listen to pupils who need the most help with their reading regularly enough. Opportunities are missed to address swiftly the weaknesses in reading for some pupils. In early years, children benefit from frequent opportunities to listen to stories and engage in discussion with adults. They enjoy accessing books in the classroom. As pupils progress through the school, most develop a love of reading. Pupils enjoy the opportunity to visit a local bookshop to buy a book of their choice.

Children in early years regularly practise and develop their early mathematical skills. They build confidence in recognising and using numbers to 20. Adults promote the use of mathematical vocabulary to support their learning. Children use this when explaining what they observe about numbers. For example, during a mathematics activity, children shared what they noticed about numbers that are odd or even. Adults take time to build on children's observations and interests. Activities in the classroom and the outside area provide an engaging stimulus to children.

Subject leaders regularly check that the curriculum has the intended impact on pupils' learning. This ensures that the taught curriculum meets pupils' needs effectively. Leaders are mindful of teachers' workload in the decisions that they make. Subject leaders value the time that they are provided with to carry out their responsibilities. Leaders use the findings from these activities to inform future actions, for example to develop and refine the way in which concepts are taught.

The broader development of pupils beyond the academic curriculum is exceptionally well considered. Pupils enjoy participating in a variety of extra-curricular clubs. They take part in sports competitions in school and in local tournaments. There are frequent and plentiful opportunities for pupils to develop their leadership skills, such as through participation in enterprise projects. Pupils value the high-quality opportunities available to take on responsibilities in school. Older pupils are positive role models to those in younger classes. Pupils contribute positively to the life of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training and updates to staff that support their work to safeguard pupils. Staff know the risks that pupils may be vulnerable to in the community. Staff make connections between what they have learned in training and the school's context. They are alert and respond appropriately to potential signs of harm to pupils.

The school's personal, social and health education curriculum enables pupils to learn how to keep themselves safe, including when online. Pupils learn how to make healthy, safe choices. In response to feedback from pupils, leaders have further developed the curriculum to include more extensive teaching about grooming. This helps pupils to make informed choices when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not read to an adult regularly enough. As a result, adults do not recognise when pupils need help with reading quickly enough. Leaders should ensure that pupils who are learning to read are listened to frequently and that teachers have clear oversight of pupils' reading.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

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	108048
Local authority	Leeds
Inspection number	10269233
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair of governing body	Maria Herlingshaw
Headteacher	David Pattison
Website	www.allsaints-pri.leeds.sch.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is an average-sized primary school in the city of Leeds. It is part of the Anglican Diocese of Leeds.
- The school's most recent section 48 inspection for schools of a religious character was in March 2023.
- The proportion of pupils eligible for free school meals is well above the national average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.

- The inspector met with the headteacher, deputy headteacher and assistant headteacher to discuss their work to develop the school.
- To evaluate the curriculum, the inspector conducted deep dives in early reading, mathematics and history. The inspector met with leaders, visited lessons, reviewed pupils' work and spoke to staff and pupils separately.
- The inspector met with representatives from the school's governing body.
- The inspector also spoke to the school's improvement partner from the local authority and a representative from the Diocese of Leeds.
- The views of parents and carers were considered through the responses to Ofsted Parent View. In addition, the inspector spoke to some parents during the school's sports day. The inspector also reviewed the responses to Ofsted's pupil and staff surveys.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023