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## Inspection Report

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**Better  
education  
and care**

**Unique Reference Number** 120205  
**LEA** Leicestershire  
**Inspection number** 280762  
**Inspection dates** 23 February 2006 to 24 February 2006  
**Reporting inspector** Gerald Griffin AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Anstey Lane
<b>School category</b>	Voluntary aided		Thurcaston
<b>Age range of pupils</b>	4 to 11		Leicester, Leicestershire LE7 7JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0116 2340212
<b>Number on roll</b>	196	<b>Fax number</b>	0116 2352965
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Katrina Greenwell
<b>Date of previous inspection</b>	2 June 1998	<b>Headteacher</b>	Mr Jonathan Sutcliffe

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Richard Hill Church of England Primary is situated on the outskirts of Leicester. Pupils' standards on entry are broadly average. There are few pupils from minority ethnic groups and none of these are at the early stages of learning English. The number of pupils with learning difficulties is similar to the national average. The pupils come from relatively affluent backgrounds and the number eligible for free school meals is below average. The school is in the advanced stages of federating with a neighbouring primary school.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school has a satisfactory level of effectiveness and its leadership agrees with this view. The school has made satisfactory progress since the previous inspection, having rectified weaknesses in the curriculum and in leadership and management. The headteacher provides good leadership and, through his accurate understanding of the qualities of the school, provides clear direction for improvement.

The pupils in reception and Years 1 and 2 make better progress than those in Years 3 to 6, but pupils' progress is satisfactory overall and standards are broadly average. Pupils with learning difficulties make satisfactory progress. Teaching is satisfactory overall, and often good, but there are occasions when the pace of lessons is slow and expectations not high enough to accelerate learning. Teachers use information gained from tests and marking well to set challenging targets for pupils. This is raising standards, particularly in mathematics, although standards in this subject could be higher still in Years 3 to 6. The teachers do not always give pupils enough guidance on how to improve their writing. Pupils behave well and have good attitudes in lessons and around school. They enjoy school and talk enthusiastically about the good range of trips and clubs they take part in. They learn to take responsibility well and to be considerate and helpful to others in the community. The quality of care, guidance and support is good and contributes to the strong ethos of the school.

The school has the capacity to make further improvements. It gives satisfactory value for money.

### **What the school should do to improve further**

- Continue to raise the standards of writing by ensuring teachers provide pupils with clear guidance on how to improve.
- Further improve standards in mathematics for more able pupils in Years 3 to 6 by providing highly challenging work.
- Ensure consistently good teaching and learning by sharing the good practice already in the school.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress overall and reach average standards, however there are variations between year groups in the quality of the teaching. Children in Reception make good progress and most exceed the expected standards by the time they enter Year 1. The pupils make good progress in Year 1 where teaching is very challenging. The 2005 Year 2 test results were above the national average, continuing the upward trend over recent years. Standards in reading are well above average.

In 2005, the Year 6 national test results were broadly average but the more able pupils did not achieve as well as they should in mathematics. Currently, these pupils are mostly reaching their targets and making satisfactory progress because their standards are closely monitored and they are being given demanding work, although they could

achieve higher still. Standards in writing are satisfactory, but weaker than in reading and speaking. This is because pupils do not get clear enough guidance about what they need to do to improve. Standards in pupils' information and communication technology (ICT) and design and technology skills have risen since the last inspection and are at the expected standards. Pupils with learning difficulties make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils enjoy school and are keen to participate in lessons. The Reception class promotes children's personal development very well. Pupils' moral and social development is good. They behave well, both in class and around the school, are considerate to others and relate confidently to adults. Spiritual and cultural development is satisfactory. The school has made some progress in promoting awareness of other faiths and cultures, but there is scope for further development. Pupils have good attitudes to learning, although this is less secure on the few occasions when lessons lack pace. Pupils work well independently and in small groups and readily share resources. Attendance is above average and punctuality is good.

Pupils have few concerns about bullying and think the school resolves the rare incidences well. They are well informed about eating healthily and taking exercise. Pupils' charity work and the many opportunities for them to help around the school enable them to make a positive contribution to the community. Pupils are developing a good understanding of economic well-being through participation and decision making in the school council and opportunities to organise and manage mini-enterprises, such as making biscuits and toys for charity sales.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and improving. This is as a result of the strengths of newly appointed teachers. Teaching is best for the youngest and the older pupils. Teaching in the Foundation Stage is good and ably supported by the full time nursery nurse. In the best lessons, pupils' learning is accelerated through high expectations from the teachers, engaging and challenging activities that are very well matched to each pupil's needs, and the brisk pace of work. Where teaching has less impact on learning, the pace of work is too slow, work is not demanding enough and planning is not effective. The teaching of writing is not as good as the teaching of reading and speaking because teachers do not provide specific enough guidance on what pupils should do to improve. The teaching of mathematics to able pupils is improving through effective monitoring of progress and more challenging work. Teaching assistants are

well prepared, ensuring they make a significant contribution to the learning of their target pupils.

The school makes increasingly good use of assessment information to set pupils challenging targets. Checks are kept on each pupil's progress and the school takes effective action if this falls below expectations. The quality of marking of pupils' work is inconsistent across the school.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It meets the requirements of the National Curriculum. Learning through play is restricted in reception because there is no secure play area. The school promotes pupils' aspirations and personal development well through regular visits to places of interest and through French and Spanish classes. The opportunities for all pupils to learn to play a musical instrument and the provision for physical education are strengths. Pupils use computers well in their learning but there are insufficient computers to further develop this work. While there is good provision for gifted and talented pupils in sport, music and dance, the school does not provide regular support for them in other subjects. The school has a good range of extra curricular activities that extend pupils' skills and interest. These are well attended and are greatly appreciated by pupils.

## **Care, guidance and support**

### **Grade: 2**

The pupils are cared for, guided and supported well. Teachers promote the pupils' care and welfare well and readily share any concerns with parents and carers, who recognise the good work the school does in this area. Support for pupils with learning difficulties is satisfactory. Their parents are involved in reviews, enabling them to effectively support their children. The school regularly monitors and reviews their progress, uses visiting expert advice well, and as a result, pupils with learning difficulties make satisfactory progress. Safety procedures are robust and pupils are secure. With the exception of writing, the school gives good academic guidance to the pupils. Pupils are set challenging targets for their work. These are regularly reviewed to ensure pupils are making sound progress towards them, which is reflected in the rising standards in mathematics. The school has effective procedures to support pupils whose progress is slow and these are particularly effective in the early years.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The weaknesses at the time of the last report have been successfully dealt with. The headteacher provides the school with good leadership. The new management team is growing in confidence and gives the headteacher sound support. Regular monitoring of the quality of lessons and reviews of pupils' progress give the school an accurate picture of its strengths and weaknesses

and provide a sound basis for planning and improvement. Teaching has been improved through recent staff appointments and high quality professional development. There are clear plans to improve pupils' writing skills through the use of writing frames and word banks. Regular monitoring of standards in mathematics are raising standards for more able pupils.

Financial management is robust. The budget deficit is reducing and the recovery plan agreed with the local authority should provide a balanced budget within three years. Resources have improved, particularly in ICT, although more computers are now needed for this area to develop further. Money has been allocated recently to provide a secure play area for the reception class. Parents' and pupils' views are regularly sought and acted upon. In response to parents' concerns, a regular newsletter is published to keep them informed on school matters and the behaviour policy has been strengthened and consistently applied. Governors are very supportive of the school, have a clear understanding of its strengths and weaknesses, and are fully involved in strategic planning. The school has a satisfactory capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you for welcoming us to your school and being so friendly. We enjoyed our chats with you about your work and the other things that you do at school.

What we like most about your school

• You are polite and well behaved. • In lessons, you enjoy your learning and work hard for your teachers. • All of the staff care for you very well. • There is a good number of extra activities such as visits and clubs that you enjoy. • The school works closely with your parents to help you enjoy your learning. • When you join the school you are looked after well, so that you settle in quickly.

What we have asked your school to do now

• Help you do even better in writing and mathematics. • Make sure all your lessons are good so that you make good progress.

Yours sincerely,

Gerald Griffin Lead Inspector