

All Saint's Richmond Hill Church of England Primary School

Inspection report

Unique Reference Number	108048
Local Authority	Leeds
Inspection number	288012
Inspection date	22 May 2007
Reporting inspector	Ross Parker

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	230
Appropriate authority	The governing body
Chair	Mr M Johnson
Headteacher	Mrs J McMillan
Date of previous school inspection	4 November 2002
School address	Cross Aysgarth Mount Leeds West Yorkshire LS9 9AD
Telephone number	0113 2143056
Fax number	0113 2401333

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This average sized school is situated in the centre of Leeds in an area that suffers from higher than average unemployment. There has been a recent increase in the proportion of pupils from minority ethnic families to almost one in six of all pupils and an increasing number of these have difficulty communicating in English when they start school. The proportion entitled to free school meals is high, as is the number who join or leave the school during each academic year. The proportion of pupils with learning difficulties and/or disabilities is average, though an above average proportion face other barriers to learning.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The headteacher's outstanding drive for improvement for All Saints and its pupils is a striking feature of this good school, which provides good value for money. The very secure atmosphere that exists in school provides an 'oasis' of calm and positive relationships in an area where daily life can be challenging. Pupils clearly enjoy attending this happy school.

The dedication and commitment of all staff has a major impact on all pupils' personal development and well-being, which is good. Pupils' friendliness and willingness to share their achievements are a pleasure to experience. The quality of care, support and guidance is outstanding. Very caring relationships exist between teachers and their pupils and pupils' positive attitude towards their learning adds much to their good progress, often from a low starting point. The school promotes pupils' knowledge and understanding of different cultures and world religions well. As a result, all are very tolerant and respectful of others within school. Pupils are clear that a significant number of children behave a great deal better in school than they do outside. Links with the local church and other schools are strong and are helping to broaden pupils' understanding of their responsibilities within communities. Attendance is in line with that for most schools. Effective action has been taken to reduce unauthorised absence substantially over recent years.

Pupils' achievement is good. Most children enter the Nursery with skills lower than those expected of children of their age and, for some, much lower. The satisfactory arrangements in the Foundation Stage ensure that all children have a steady start to their learning. Pupils achieve well overall so that, by Year 6, standards are broadly average. Pupils with learning difficulties and/or disabilities and those learning English as an additional language make good progress. This is because they are provided with challenging work and the additional support they need from well-trained special needs assistants.

The quality of teaching and learning is good and there is some outstanding practice which is largely responsible for helping pupils of all abilities to make outstanding progress in the later years. In the Foundation Stage and Key Stage 1 there is more satisfactory teaching, enabling children to make steady progress. Here the level of challenge is less consistent, especially for the higher attaining pupils. The curriculum is good and planning is thorough. It is tailored carefully to meet the individual needs of children living in this area. It is enhanced by a wide range of activities which many pupils enjoy outside normal school hours.

Arrangements for assessment provide detailed information on the standards being achieved and this enables pupils' progress to be tracked carefully term by term. Parents and children know what targets have been set and these are closely monitored and evaluated by pupils and their teachers.

Leadership and management are very effective. Staff work well together to tackle identified priorities for improvement. Senior leaders regularly monitor the quality of teaching and learning and other aspects of school life very thoroughly. Governors are regularly involved in school activities and are committed to helping the school to monitor its effectiveness. The school has been too modest in some of its evaluation, judging the quality of care to be good rather than outstanding. This is because it sets itself very high standards. Overall, the school has a good capacity to improve further.

What the school should do to improve further

- Improve the consistency of teaching across all years so that younger pupils are as fully challenged as those in Key Stage 2 and can make the same rapid progress.

Achievement and standards

Grade: 2

Children enter the school with skills that are generally below those expected and for some well below; this is the case in many areas of learning. A significant number have more challenging learning needs. Most make satisfactory progress because of the sound teaching and the close support of the skilled special needs assistants. By the end of their Reception year, around half achieve the targets expected for this age group. Pupils continue to make satisfactory progress in Years 1 and 2. Their progress becomes more rapid as they move into Key Stage 2, largely due to the very supportive climate for learning that the whole staff have helped to create and because of pupils' positive attitudes and behaviour. Standards in Year 6 are average in English and mathematics, and above average in science, sustaining the improvement in the school's performance over the last five years. Over the past two years, pupils' achievement to reach these standards has been outstanding. Pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language make the same progress as others because they benefit from adult support and the positive approach to learning in all lessons.

Personal development and well-being

Grade: 2

Pupils are proud of their school and behave well in lessons. They have a good level of respect and consideration for others, willingly accept responsibility and are cheerful, polite and helpful. The school council takes pride in its achievements and the 'Playtime Pals', 'Diddy Buddies' and 'Zone Park Players' ensure that no-one is left out at break times. Pupils' spiritual, moral, social and cultural development is good. Their spiritual development has a high profile, reflected in assemblies and class. The strong, inclusive nature of the school successfully develops pupils' self-esteem and confidence because adults take every opportunity to value and reward all kinds of achievements and contributions. The Investors in Pupils programme in particular enables pupils to select their personal targets for improvement and to get rapid feedback on how well they are doing. Pupils understand, very well, how to keep safe and healthy. The school provides good opportunities for sport and activity to promote a healthy lifestyle. Very positive attitudes to work and pupils' ability to work well in teams are good starting points for future success in the workplace. The school is understandably working to extend links with the wider community.

Quality of provision

Teaching and learning

Grade: 2

Teachers take great care to be reassuring to pupils, especially those who may lack confidence. All enjoy very good relationships with pupils. The management of pupils' behaviour is a strength, ensuring that pupils develop positive attitudes towards learning. Special needs assistants do a good job supporting any pupil who is experiencing difficulty for whatever reason. Teaching is particularly effective in supporting pupils' rapid progress in the upper half of the school. Teachers are sensitive and quick to spot how effectively different individuals are learning. They

then provide additional challenge for higher attaining pupils and help is readily available for those who have difficulties so that their learning does not slow. Here, too, marking is really effective in acknowledging where pupils have demonstrated their grasp of new learning, and in giving them clear advice on how to improve.

Curriculum and other activities

Grade: 2

The very broad and balanced curriculum has a powerful impact on pupils' personal development. There is a strong emphasis on creative activities, sport and computer skills, and teachers take great care to link different topics so that pupils can see their relevance. In mathematics, for example, calculations are used to solve everyday problems in the home or workplace. The school is well resourced with computers and electronic whiteboards and these are used effectively by pupils to support their learning in different subjects and as an effective teaching aid in classrooms. Frequent visits and visitors further enhance the curriculum. The police and fire service emphasise safety, and specialist coaches introduce a wide range of sports. Extra-curricular opportunities are extensive. For example, Year 6 pupils are learning to salsa in readiness for the fashion show which they will present before they leave. The curriculum is matched closely to pupils' out-of-school experiences. There is a constant focus on broadening their awareness and avoiding prejudice. There is also a sustained emphasis on enjoyment so that pupils stay motivated and attendance rates continue to rise.

Care, guidance and support

Grade: 1

The challenging backgrounds of a significant proportion of pupils have resulted in excellent standards of care, support and guidance being developed to ensure these pupils' well-being and personal development. All other pupils benefit too. Pupils trust their teachers, feel safe and have a good knowledge of how to keep safe. The impact of the Investors in Pupils programme heightens pupils' awareness of each other's needs and this adds to the level of care and support which the school provides. All pupils have individual learning targets, and progress towards these is monitored very carefully. Pupils with learning difficulties have more specific targets and these are regularly reviewed with parents. The school has been very successful in improving attendance by maintaining intensive contact with parents, and constant reminders that children need to be in school.

Leadership and management

Grade: 2

The very experienced headteacher and the deputy headteacher are deeply committed to school improvement and are very well supported by the senior management team. The management of provision for pupils who face barriers to learning, curriculum development and the assessment systems are very effective. The mix of skills among the staff is very good and all share the same pride in the school's steady improvement. Staff know the school well and their evaluation of its strengths and weaknesses is outstanding. Weaknesses identified in the previous inspection have been tackled really well. The school strives for continued improvement in what it provides for pupils. It is, for example, currently reviewing the quality of teaching and assessment across the foundation subjects, having achieved significant progress with literacy. Senior staff regularly and carefully monitor standards and their role in monitoring and evaluating the quality of

teaching and learning is well established in English, mathematics and science. Governance is a real benefit. The business of the governing body is carefully and thoroughly reported. Governors visit the school regularly and carefully monitor the effectiveness of provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of All Saints Richmond Hill Church of England Primary School, Leeds, LS9 9AD

Thank you all for the very friendly welcome you gave me when I came to visit your school recently. I really enjoyed meeting you and having the chance to talk to you.

The school gives you a good education.

Here are some of the really good things about your school.

By the time pupils are in Year 6 they are making excellent progress, and are well prepared for secondary school. I was impressed by your considerate behaviour and by the friendly atmosphere in the school. You told me that for some people this is much better than it is when they get outside the school gates! You have lots of opportunities to help each other and use them well. You make your views clear about how the school can be improved. You understand well how the right food and the right amount of exercise will keep you healthy, and you throw yourselves into work and play with great enthusiasm. You also really appreciate the fantastic efforts that the teachers and other adults make to ensure that you are safe and enjoying yourselves.

I have asked the school to do something which will make it even better.

The next step is to make all the teaching as good as it is in the very best lessons. Teachers need to make sure that each one of you has really challenging work to do all of the time. This is so that you can make even faster progress and reach standards that are better than anyone expected when you first came to the school. You can help by taking advantage of the links the school is making with the local community to practise making a positive contribution and being a good citizen.