

# Richmond Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	107927
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	309539
<b>Inspection date</b>	15 October 2007
<b>Reporting inspector</b>	Marie Cordey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Hall
<b>Headteacher</b>	Mrs S Mudie
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	Clark Crescent Leeds West Yorkshire LS9 8QF
<b>Telephone number</b>	0113 2493771
<b>Fax number</b>	0113 2409095

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## Introduction

The inspection was carried out by one Additional Inspector. The following issues were investigated: the pupils' achievements and standards; the quality of teaching and learning; the pupils' personal development and well-being and how well the school's leadership promotes care and high standards. Evidence was gathered from observation of lessons, the pupils' work, discussion with pupils, staff, the chair, vice chair of governors and a parent governor, a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, in its self-evaluation form, were not justified. These have been included, where appropriate in the report.

## Description of the school

This is a smaller than average sized school. It is set in the city centre of Leeds in an area of significant social and economic deprivation. A very high number of pupils are eligible for free school meals and more than a quarter of the pupils have a learning difficulty and/or disability. Approximately half of the pupils are from a minority ethnic heritage and are at an early stage of learning English. There is significant movement of pupils both joining and leaving the school at other than the usual times. The school is a 'Healthy School' and has gained an Activemark award for its sports provision. This year it was awarded the silver plaque in the 'North East North Leeds Homes' (school and youth groups) competition.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Richmond Hill is a good school. Pupils are delighted with the school and they thrive on the high levels of care they receive and the learning that they achieve in lessons. This is why their personal development is outstanding. Inspirational leadership by the headteacher is dedicated to providing the best environment possible for the pupils. As a result, they feel happy and achieve well. The vast majority of parents back this up. They observe, for instance, 'my child has done really well and I am pleased with her progress', and, 'staff are friendly, supportive and always willing. I would recommend this school to anyone'. A small number of parents commented adversely on behaviour. Inspection evidence found that behaviour was good and that the pupils take care of each other very well.

Pupils' first-rate personal development and well-being are partly why their progress is good. It is also because of good teaching and visionary leadership. Pupils relish their lessons, especially when they are actively involved, such as in the outstanding lessons seen. Good planning, a range of different activities to engage the pupils and a brisk pace characterise most of the lessons. Pupils are not generally aware of their standards and are not sure precisely what to do in order to improve their work.

There are many barriers to the pupils' learning, including very low communication skills when they join the school. There are also significant changes in the school population because many families in the area only stay for a short time. The school manages these concerns very well owing to its rigorous yet flexible systems to support individual pupils in their learning. These include, for instance, specialist support for pupils who have learning difficulties and/or disabilities and family learning groups. Solicitors from a local firm give exemplary, regular help to a group of readers and have formed excellent and productive relationships with the school.

Pupils acting as peer mediators are active in resolving any problems that other pupils may have and they take their jobs very seriously. Assemblies encourage pupils to reflect and celebrate their lives and achievements. This might include good attendance or the pupils' birthdays. Pupils respect each other's cultural heritage and take part in an excellent range of multi-cultural and cultural activities that reflect the good curriculum. The pupils take an outstanding role in their community and learn to be exceptionally tolerant and sensitive to the needs of others. They develop a strong belief in themselves that prepares them well for the future. The pupils are responsible citizens and are particularly active in environmental and recycling projects. One of the school's 'eco-warriors' is a pupil who composts the school's waste food every day. This is then used by the large number of busy pupil and parent gardeners. Pupils enjoy eating well presented and nutritious food in an attractive, pleasant dining room. Daily 'wake up and shake up' exercises are part of a wide range of physical activity enjoyed by the pupils. Attendance has improved because of the concentrated actions of the school and it is now broadly average. This level of attendance is a success for pupils and the school, and acts as a foundation for their top quality personal development. Despite this, a small number of persistent absences have an adverse effect on the figures.

The pupils' achievement is good and they make good progress from their low starting points. Standards are average and numeracy skills, in particular, are well developed. Standards are not quite as high in writing as they are in science and mathematics. This stems from pupils' communication and language skills being especially low when they join the school. The development of writing creatively from first-hand experience is beginning to improve it.

Nonetheless, teachers do not track pupils' progress in writing closely enough. Similarly, the school does not keep a close enough eye on how well higher attainers are learning. The headteacher and governors acknowledge the need to use assessment more precisely, so that pupils know how to make their work better. Pupils who have learning difficulties and/or disabilities, and pupils at an early stage of learning English make good progress. Their needs are identified very quickly and speedy action is taken including individual support, specialist teaching, close liaison with home and regular reviews involving their teachers and their parents.

All staff appreciate being at the school and want to make it, as one member said, 'a haven for the pupils'. There are good systems to develop learning and meet the needs of the pupils. These spring from the good management and teamwork that are characteristic of the leadership at Richmond Hill. The outstanding headteacher has a clear vision for achieving the best for the pupils and removing the barriers to their learning. The pupils reach challenging targets overall, although, as yet, they are not quite as high as the school expects in writing and for the higher levels in Key Stage 2 tests.

Overall, good leadership and management ensure that arrangements for safeguarding the pupils are appropriate and the care, guidance and support for the pupils are good. Links with outside supporters, such as educational psychologists, attendance officers, local authority partners and Education Leeds, make an outstanding contribution to the pupils' well-being and achievement. The school understands itself well and judges itself accurately. Self-evaluation is searching and reflects the headteacher's requirement for thoroughness and depth in all the school's actions. Governors are very supportive and knowledgeable and they challenge the school well. The school provides good value for money and has made good improvements since the previous inspection. Richmond Hill has good capacity to improve still further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children in the Foundation Stage are well provided for and quickly settle into school. Furthermore, there are good procedures to welcome new children at different times in the school year who also settle quickly. Relationships with parents are positive and parents are welcome in school. Teaching and learning are good and the children make good progress from low starting points. The enthusiastic staff team plan a range of activities to promote learning in literacy, in particular, and are especially good at promoting the children's personal development and well-being. The teaching of early writing skills and recognition of numbers is systematic and there are effective programmes to develop speaking and listening. Activities are stimulating and well planned so that the children choose for themselves from a series of activities ranging from outside play to working on the computer. The children have good opportunities to work and play outdoors and this develops their powers of communication and skill at working in pairs. The children develop particularly well when they act in role play. All staff contribute to effective systems to track children's individual progress, although they do not yet provide an overview of the progress made by the class as a whole. The school's judgement of the provision in the Foundation Stage is accurate.

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

- Ensure that the tracking of the pupils' performance focuses on writing and the attainment of higher achieving pupils in order to raise standards.
- Use assessments more precisely so that the pupils are aware of how well they are doing in their work and what they need to do in order to improve it.



## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the warm welcome you gave me when I came to visit your school. I would especially like to thank the pupils who met with me to talk about their views on the school and the many individual pupils who made a point of talking to me. I learned many of your names because you made me feel so much a part of the school. You are all very polite and enthusiastic and enjoy being at school.

I agree with you and your parents and carers, that your school is a good school. You learn well and improve your standards, especially in mathematics and science. You are happy to be in lessons and love being active and involved. You eat very healthy food and take an active part in physical education lessons and sporting activities. You are confident and cared for and most of your parents are pleased with the school. This is because of the very good way that the school looks after you and the excellent work you do as part of your community. The gardens you look after are lovely and the way you use compost bins and recycle the remains of your fruit is an example to us all.

I think that children in the Nursery and Reception classes settle down very quickly and enjoy coming to school. They make good improvements to their work. I would like your school to improve even more so that your work in English, particularly writing, is as good as your work in science and mathematics. I have also asked your school to help the pupils who learn more quickly to reach higher standards. Finally, I think that you should be more aware of how you are doing in your work and what you could do to make it better.

You can help by doing any extra work that your teacher gives you and asking teachers for more advice about how to improve your work.

I wish you the very best for your future.