

St Richard's RC Primary School

Marfleet Lane, Hull, HU9 5TE

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points, achieving well in reading, writing and mathematics.
- Teaching is good because high quality relationships effectively support pupils' desire to learn, lesson pace is often brisk and many teaching assistants have a very positive impact on learning.
- Pupils' good behaviour is characterised by an extremely well-developed sense of making well-considered moral choices. Attitudes to learning are outstanding in some lessons and behaviour is exceptionally calm at times of reflection, including religious assembly. Pupils feel safe in school.
- Good leadership and management are resulting in measurable improvements to teaching and to pupils' progress, because the right priorities for improvement, particularly in writing, have been, and continue to be, tackled.

It is not yet an outstanding school because

- Despite significant teaching strengths, a few weaknesses in some lessons prevent teaching from being outstanding overall and pupils' progress from being consistently rapid.
- Observations of teaching and the scrutiny of pupils' completed work, do not always lead to targets that are sufficiently precise about how individual teachers can be more effective.
- Information about the progress of different groups of pupils is not always systematically shared by leaders and governors, in order to gain a clear corporate view and to accelerate the progress of all groups of pupils from good to outstanding.

Information about this inspection

- Inspectors held meetings with staff, pupils, governors and a representative of the local authority who supports the school's improvement.
- They looked at a range of evidence including, the school's self-evaluation, information about current pupils' progress, records of the monitoring of teaching, the work pupils were doing in their books and the school's documentation regarding safeguarding.
- Teaching and learning were observed in 18 lessons or part lessons, across all year groups. Sixteen teachers were observed teaching.
- An inspector met parents informally at the start of the school day to gather their views of the school, and account was taken of the 16 responses from parents to Ofsted's online questionnaire (Parent View).
- Inspectors analysed the 32 questionnaires completed by school staff.

Inspection team

David Matthews, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Jonathan Woodyatt

Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- Most pupils are of White British heritage.
- Over half the pupils are known to be eligible for the pupil premium, which provides additional government funding for pupils known to be eligible for free school meals, children from families in the armed forces and for those looked after by the local authority. This proportion is over twice the national average.
- The proportion of pupils identified with special educational needs supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The breakfast club provided by the school was part of the inspection.
- The privately-managed after school care, on the school's premises, is subject to separate inspection arrangements.

What does the school need to do to improve further?

- Improve teaching from good to outstanding and thereby further increase pupils' achievement by:
 - ensuring that the tasks set for individual pupils are not too easy or too hard
 - always telling pupils how much completed work is expected and insisting that it is presented neatly
 - keenly spotting when pupils make basic mistakes during lessons, including spelling, and effectively addressing them so that they are not repeated.
- Strengthen the good leadership and management by:
 - making sure that leaders and governors share a clear interpretation of the information about the progress of different groups of pupils, notably those for whom the pupil premium funding provides support, so that all have the same clear view of progress and how it might be accelerated to outstanding
 - ensuring that the observations of teaching, and the analysis of pupils' completed work lead to precise, sharply-focused targets to improve the practice of individual teachers.

Inspection judgements

The achievement of pupils is good

- Most children join the nursery with skills that are well below those typical for their age. They make good progress in the Early Years Foundation Stage, particularly in their dispositions and attitudes, and begin Year 1 with skills that are approaching average for their age.
- Pupils continue to make good progress from Year 1 to Year 6, as shown in their work, their learning in lessons and the school's information.
- There is no significant variation between the progress of different groups, including those of different ability, or across subjects because of the school's priority to ensure equality of opportunity for all. The school's information shows that pupils' progress in writing has recently improved and that it is now generally good across pupils of different ages.
- Progress in reading and mathematics is also generally good in most classes and pupils achieve well.
- Pupils make good progress in developing the skills of linking sounds and letters to help them with their reading, even when they encounter difficulties when applying these skills to new text, they continue to try hard.
- At the end of the 2011 academic year, national tests indicated that Year 6 pupils had made broadly adequate progress through Key Stage 2 in mathematics, but inadequate progress in English. A year later, an above average proportion of pupils had made better than expected progress, from their starting points in the nursery, in both subjects. Standards had also risen from below average to broadly average.
- While current standards in Year 6 are broadly average, they are slightly higher than those in Year 6 at this stage last year, thereby continuing the improving trend. This represents good achievement for most pupils from their starting points in the nursery.
- Not enough pupils, however, make consistently rapid progress in reading, writing and mathematics for progress to be outstanding overall. This is because teaching is not consistently outstanding.
- Pupils with special educational needs do as well as other pupils because of the good support they receive in lessons.
- Pupils supported through the pupil premium, including those known to be eligible for free school meals, make equally good progress in reading, writing and mathematics. The average points scored by Year 2 pupils in 2012 assessments exceeded their national counterparts in all three subjects. Scores in Year 6 were slightly below those of their peers in school. However, current school information shows that the progress for pupils supported by this funding is generally similar to their classmates in Years 1 to 6.

The quality of teaching is good

- The impact of teaching strengths far outweighs that of the few less effective elements.
- The high quality relationships between adults and pupils have an extremely strong impact on pupils' desire to learn.
- Lessons usually move along at a brisk pace, engaging pupils well and promoting good learning.
- In most classes, teaching assistants make a very valuable contribution to learning by promoting good pace, using their initiative to support and challenge individual pupils, and posing open-ended questions that extend thinking well. In some classes, their impact is outstanding.
- Teachers generally ensure that pupils know the level at which they are working and what they need to do to get to the next one. This was particularly acute in a Year 2 class where pupils not only knew their own level of success in writing and mathematics, but also that of their classmates. As a result, competitive attitudes were leading to rapid progress.
- In the Early Years Foundation Stage, adults are good role models for children and provide ample

opportunities for them to make choices about their learning, so effectively promoting their independence.

- In most lessons, teachers effectively provide individual pupils with work that is challenging. This provision results in rapid progress. Where teaching fails to ensure that tasks accurately match individuals' capabilities, progress slows for a time, because work set is too easy or too hard.
- Teachers generally have high expectations, requiring pupils to work hard, concentrate, and achieve well. For the most part these demands are successful and progress is brisk. However, when teaching is less effective in telling individuals how much work they should complete, and insisting that it must be presented neatly, progress falls below its usual good rate for a while.
- For the most part, teachers and teaching assistants are adept at spotting when individual pupils experience difficulties, particularly during lessons, and help them to overcome the obstacles to their typical good progress. When basic mistakes, including spelling, go unchecked, the otherwise good learning falters and mistakes are repeated.

The behaviour and safety of pupils are good

- At times, behaviour is outstanding.
- There is a very positive ethos in the school, which runs extremely smoothly.
- The school community is exceptionally harmonious.
- During assembly, pupils behave extremely well.
- In many lessons, pupils show great determination and tenacity with their work. One Year 2 pupil was totally committed to solving a mathematics problem, even though, as he put it, it had taken him 'nearly all the lesson'.
- Pupils say they feel safe in school and that there is always an adult 'to sort things out'.
- They have a good awareness of the different types of bullying, including internet bullying.
- Pupils' behaviour outside lesson times, including in the playground, is very positive, because pupils choose to cooperate with others and to play well.
- Where teaching is least effective, particularly in ensuring an accurate match of tasks to pupils' capabilities, behaviour sometimes falls short of the typically high standard, and attitudes to learning are less positive.
- Pupils behave well at the breakfast club where they enjoy talking and playing together.
- Taking account of the academic year ending in July 2012, and the period from September 2012 to date, attendance is broadly average, though barely so.

The leadership and management are good

- The headteacher, deputy headteacher and senior leaders express high ambition and a desire for school improvement that are reflected in recent improvements to teaching and learning and in strong teamwork.
- Initiatives for improving teaching and learning are showing clear impact on the rates of pupils' progress, notably in writing, where strategies have been sharply and systematically focused on developing pupils' skills.
- The curriculum effectively supports pupils' good progress in numeracy and literacy and makes a strong contribution to their spiritual, moral, social and cultural development by enabling them to consider, very carefully, their moral decisions. The outside area of the Nursery class is rich and diverse, although this quality is not yet reflected in that of the Reception class. The school plans to address this imbalance.
- Links with parents have strengthened since the last inspection, when they were an issue. They are now positive overall, due in no small part, amongst other things, to the sensitive work of the school's 'learning-link worker' whose outgoing approach enhances good relationships between home and school.
- The headteacher has not been afraid to 'grasp the nettle' where teaching has fallen short of the

expected high standard.

- The school has improved the extent to which it uses information about pupils' progress to drive improvement, notably by enabling staff to become increasingly involved in its interpretation.
- More remains to be done, however, to ensure that all leaders and governors share a clear picture of the interpretation of the information on pupils' progress and attainment. There are minor variations in the understanding of the data that prevent a concerted effort to ensure that all groups continue to make good progress and to accelerate it whenever possible to outstanding.
- There are effective arrangements for evaluating teaching and learning by observing lessons and by scrutinising pupils' work. These evaluations lead to helpful areas for improvement for individual teachers. Such targets are sometimes too general and are not always sufficiently specific or well-focused to rigorously drive improvements to teaching and to ensure that more becomes outstanding.
- The school's evaluation of its effectiveness is accurate.
- Arrangements for safeguarding meet requirements.
- Support from the local authority has been effective in supporting the school's evaluation of its effectiveness.
- **The governance of the school:**
 - Governors are supportive, and challenging in equal measure. They are reflective, and ask questions of the mathematics and English leaders about the information they receive on pupils' progress across each age group using average point scores. They have a generally good knowledge of pupils' progress from the data that they see and the questions they ask. They have a general knowledge, rather than a specific understanding about the impact of pupil premium funding. They know where teaching and learning are comparatively stronger or weaker. They ensure that there is a link between teachers' salary and their responsibilities and that performance management is used to reward good performance and tackle underperformance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118054
Local authority	Kingston upon Hull City of
Inspection number	405743

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 of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Elizabeth Hawkins
Headteacher	Sharon Melia-Craven
Date of previous school inspection	25 May 2011
Telephone number	01482 781928
Fax number	01482 787327
Email address	head@st-richards.hull.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

