

# St Richard's RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	118054
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	312797
<b>Inspection date</b>	21 April 2008
<b>Reporting inspector</b>	Lynne Read

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>	Voluntary aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Hawkins
<b>Headteacher</b>	Mrs Sharon Melia-Craven
<b>Date of previous school inspection</b>	1 May 2005
<b>School address</b>	Marfleet Lane Hull HU9 5TE
<b>Telephone number</b>	01482 781928
<b>Fax number</b>	01482 787327

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement, standards, teaching and learning in the Foundation Stage and both key stages; pupil's attitudes and behaviour; the breadth of the curriculum in meeting all pupils' needs; enrichment activities; health and safety and safeguarding procedures; and the quality and impact of leadership and management. Evidence was gathered from: observations, assessment data, records and documents, parents' replies to the questionnaires and discussions with staff, governors and pupils. 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, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This larger than average school serves a regeneration area, close to the docks in Hull. A higher proportion of pupils take up free school meals than is usual. Most pupils are of White British heritage and around 10% have European backgrounds. A few pupils are in the early stages of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is average overall but varies between year groups. The school provides a breakfast club for pupils and an after school care facility is run by an independent organisation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Richard's Roman Catholic Primary is a good school with outstanding features. It provides good value for money. Parents have very positive views of the school. Comments received include praise for the, 'encouraging, friendly, approachable staff' and parents feel that 'children come on in leaps and bounds'. Links with the community, other schools and agencies are excellent and result in many benefits for pupils. For example, a strong partnership with the local churches promotes personal development very well and a sports partnership enhances provision for physical education. Links with community groups have resulted in the development of the grounds to provide an excellent resource for learning and leisure. A strong sense of pride in the school is shared between adults and pupils, and it has a good reputation within the local area.

Standards are average by Year 6 and, from a low starting point, achievement is good. Pupils' development is less advanced than is expected for their age on entry to Year 1 and many have difficulties with communication and language skills. The school has placed an added emphasis on writing over the year and standards in Year 2 are now average in this subject. They are just below average in reading and mathematics. Pupils' skills in blending sounds and letters are good but reading for meaning is less well developed. In mathematics, pupils have a secure understanding of number but are less confident when working on calculations. Past results, together with current work and records, show consistently good achievement in Key Stage 2. Both Years 2 and 6 include an unusually high percentage of pupils who have learning or emotional difficulties, many of whom have made very good progress and surpassed expectations. The school keeps a watchful eye on any differences in the learning of boys and girls and works hard to ensure that topics and books interest them both. A bilingual teacher and volunteer provide very good support for pupils who are learning English as an additional language.

Teaching is mostly good but varies between satisfactory and outstanding. A very good emphasis on speaking, listening and drama helps pupils to develop good oral skills. Relationships are excellent and some lively class discussions arise because pupils are encouraged to express their ideas and opinions. The information from regular assessments is generally well used to plan tasks for the different ability groups. However, on a few occasions, the work lacks sufficient challenge or is difficult for pupils to complete independently. Older juniors are becoming confident in evaluating their own progress and considering the next steps; this promotes independent learning effectively.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. They are supported extremely well by the programme of personal education. In addition, pupils respond very positively to various merit systems, such as the 'fab charts', which reward good work, attitudes and thoughtful deeds. Behaviour is excellent; older pupils demonstrate very good self-discipline and have a strong work ethic. Attendance figures are satisfactory. They are affected by families taking holidays in term time, although the school does everything it can to discourage the practice. If this proportion of absence is taken away, the underlying trend is above average, reflecting pupils' enjoyment of school. The Positive Health in Schools Award recognises the outstanding work done in learning about healthy living and the excellent take-up of sporting and physical activities. A popular breakfast club provides a good start to the day, as well as encouraging good punctuality. There is a very strong community spirit in school with pupils helping others and carrying out responsibilities, such as

being members of the school council or playtime 'buddies'. These activities, together with sound basic skills, prepare pupils effectively for future education and work.

Excellent attention is given to pastoral care and safeguarding procedures meet requirements fully. Pupils say they feel very secure. The learning link worker provides good support for pupils through their families and holds valuable pre-school sessions so toddlers are welcomed early into the learning environment. Pupils who have emotional or behavioural difficulties are provided with good help, understanding and space so they are able to cope with the conventions of school life. Academic guidance is good. Pupils have useful oral feedback from teachers in lessons. In English, written advice explains what they do well and what needs improving. This good practice is not yet consistently established in mathematics.

The school provides a good curriculum with a very good enrichment programme. Lessons and activities provide a balance in developing pupils' creative, physical and practical skills, as well as their academic learning. Opportunities for pupils to consolidate literacy skills are good; those for practising computer skills have developed very well with the introduction of improved resources. Staff are currently working on further links between subjects in order to inject more excitement and enjoyment into the curriculum. An interesting range of extra-curricular clubs and visits provides varied opportunities for pupils to try out new activities and interests.

Leadership and management are good. In the short time since the appointment of the new headteacher and her senior management team, there have been good improvements in pupils' progress, standards and the curriculum. Managers monitor provision well and check the performance of individuals and year groups closely. They set challenging targets for progress year-on-year and this is helping to boost learning. As yet, the systems do not provide a check on the outcomes from the different classes within each year group. The headteacher provides good leadership that is rooted in the drive for high standards. There is no complacency in this school and it has good capacity for further improvement.

Governance is good and all statutory requirements are met. Governors have a good overview of standards and achievement, and bring a good range of expertise and experience to enhance management. They take an active role in monitoring the school's work and ensure that pupils' interests are paramount.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Teaching and learning in the Foundation Stage are good. Children's skills and knowledge at entry to the Nursery are well below that typical for the age group. There are significant difficulties with communication, language and personal skills. Children make good progress in all areas of learning and rapid progress in their attitudes to learning and emotional development. By the end of the Reception year, a few meet the level expected for their age but most are below.

A good programme of introducing children to the Nursery enables them to settle quickly. Children have the benefit of good teaching and an inviting and stimulating learning environment, both inside and out. Teaching in small adult-led groups develops specific skills and areas of knowledge. An interesting selection of 'free choice' activities encourages children to practise and consolidate their learning.

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

- Improve standards in reading and mathematics at Key Stage 1.

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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
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	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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



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

22 April 2008

Inspection of St Richard's RC Primary School, Kingston-upon-Hull,  
HU9 5TE

Dear Pupils

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day. I appreciated all the help you gave me and the interesting conversations we had. In return, I would like to tell you what I found out.

St Richard's Roman Catholic Primary is a good school. Some of the main things that impressed me were your excellent behaviour, your willingness to work hard, and your friendliness. You get on extremely well together and take very good care of each other. You are a credit to your school and families. Your school council members ensure that your views are known and are good at putting your case forward. I think you do a good job in raising money. It is good to know that while you use some for your projects, you also give a good deal to charities. It shows you are good citizens and care about those who are less fortunate in the world.

The school is a safe and happy place. You told me how much you enjoy discos, events, trips and clubs so you must be very busy people. You trust your teachers and say that, 'there's always someone who will help'. It is good to know that bullying does not happen and 'disagreements are sorted out quickly'. Please thank your parents for sending lots of replies to the questionnaire. They are very pleased with the school and describe it as 'wonderful', 'providing a very good education' and 'fantastically run'.

You are keen to learn and are making good progress. The Key Stage 1 pupils have made very good progress in writing this year. Well done! I think you could do as well in reading and mathematics and your school are looking at ways to make this happen. You certainly know your letters, sounds and numbers so you are part of the way there. In Key Stage 2, you are doing well and becoming independent learners. Keep up the good work.

Thank you once again for the interesting conversations I had and for letting me share your day. There is a great deal about your school of which you and the staff should be very proud. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector