

Inspection of Richmond Methodist Primary School

Darlington Road, Richmond, North Yorkshire DL10 7BH

Inspection dates: 7 and 8 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to attend Richmond Methodist Primary School. This is an inclusive and caring school. Pupils are eager to share how everyone is equal and valued here. The school's Methodist ethos of 'doing all the good we can' permeates through from leaders and governors to pupils in classes. Most parents are highly positive about the school. They, too, recognise how the school prioritises every child.

Leaders have high expectations for pupils. The curriculum is broad. It is not limited to classroom learning. Leaders have developed pupils' experiences beyond the classroom through a range of extra-curricular opportunities. Pupils, including pupils with special educational needs and/or disabilities (SEND), enjoy using the on-site forest school.

Relationships between staff and pupils are warm and respectful. Leaders have made relationships across the school community an important focus of their work. Pupils feel safe. Pupils are confident in the support their teachers can give them. Bullying is rare. Pupils are clear if it does happen, it is dealt with quickly. Records show this is what happens. Teachers use the behaviour policy to make sure pupils can get on with their learning. Pupils have positive attitudes to school.

What does the school do well and what does it need to do better?

Leaders, at all levels, and governors are passionate about the ambition they have for pupils in school. The school is led and managed well. The teaching team work together to help pupils achieve their potential.

Children in the early years make an impressive start to their learning journey. Leaders have developed a curriculum in early years that builds strong foundations. There is a clear connection between the work here and that of the whole school. From early years onwards, reading is of high priority. Leaders are clear that being able to read is vital to access and enjoy the rest of the curriculum. Teachers teach phonics with confidence. Pupils enjoy phonics lessons. Pupils at the earliest stages of reading are proud of their achievements. Books support early readers well. Across school, pupils talk with enthusiasm about reading. The new 'Reading Rivers' book spine is promoting reading for pleasure, and pupils talk about these books with confidence.

Learning in mathematics is well sequenced. Pupils can talk about their knowledge of this subject with clarity. Pupils use their previous learning well to understand new concepts. Fluency is evident in teaching and pupils' books. Where teaching is strongest in mathematics, fluency work is balanced with problem-solving opportunities for all pupils.

In other curriculum subjects, the depth of pupils' learning is variable. Where planning and teaching are developed more fully, for instance in physical education, pupils enjoy lessons that build on their previous knowledge and skills. In other

subjects, such as geography and history, leaders have designed a curriculum that is at least as ambitious as the national curriculum. However, some lessons do not enable pupils to make deep connections between the subject knowledge they have been learning. This is because the subject knowledge of teachers is not precise enough. Where subjects are taught in blocks, leaders do not check that the pupils have remembered their learning often enough.

Pupils with SEND are well supported in their classroom learning. A range of bespoke support and the use of additional resources helps pupils take part in all aspects of school life. SEND leaders make referrals to specialist teams to make sure support for pupils with SEND is of high quality.

Leaders are proud of their personal development offer. Pupils get the opportunity to explore talents and interests. The personal, social and health education of pupils is thoughtfully planned. Pupils have a clear understanding of aspects such as personal safety, democracy and some aspects of equality. Sometimes, some pupils need support to speak in small groups in a respectful way by listening to others' viewpoints sensibly. Within school, the school council play an active role in school life. This group have a passion for promoting mental health and well-being. They have given all pupils from Year 1 onwards a well-being bear to help pupils talk about feelings. In early years, the relationships between adults and pupils are strong. Pupils are developing their independence skills well. Here, adults model quality language and support pupils in their own conversations with a high level of skill.

Leaders and governors consider the well-being of staff. With this, staff are positive about the way in which they can work to support their workload. Governors and school staff are proud of the work they do for their school community. Governors are knowledgeable about their roles. They provide challenge to school leaders. This work means both leaders and governors know the strengths and development points of the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is part of everyday life at Richmond Methodist Primary School. There are clear procedures in place to keep pupils safe. The designated safeguarding lead and team work well with other agencies where needed. Referrals are timely. Staff understand their recent safeguarding training. Staff, like leaders, understand issues related to the school community. Safeguarding leaders know their families well. Governors understand and use their safeguarding training well.

Pupils feel safe. Pupils learn about keeping safe in an age-appropriate way. They know how to stay safe online.

Leaders and governors follow safer recruitment guidance effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, pupils' subject knowledge in lessons is not sufficiently deep enough. As a result, pupils are not able to make effective links between the knowledge they have. Leaders should ensure that subject leaders and teachers are supported through quality training so that they can further develop and deepen the curriculum where needed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121544
Local authority	North Yorkshire
Inspection number	10211520
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair of governing body	Jan Linsley
Headteacher	Sharon Stevenson
Website	www.richmondmethodist.n-yorks.sch.uk/
Date of previous inspection	28 February and 1 March 2017, under section 8 of the Education Act 2005

Information about this school

- Richmond Methodist Primary School has had a new leadership team in place since the previous inspection.
- The school has recently opened Nursery provision for two-year-old children.
- Leaders run a breakfast club and an after-school club as part of a wraparound offer.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. The inspectors discussed the

curriculum with subject leaders, visited a sample of lessons and spoke to teachers. They spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at pupils' work in history and science. Inspectors also spoke to teachers about learning in history and science. The lead inspector listened to pupils at the early stages of reading with a familiar adult.

- To inspect safeguarding, inspectors spoke to staff, parents and governors. Safeguarding documentation was scrutinised, including the safeguarding policies and the single central record. Inspectors spoke to pupils and observed relationships between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors gathered views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and meetings with them. Pupils' views were considered through meetings.
- Inspectors spoke with early career teachers and their mentors.
- The lead inspector spoke with representatives from the governing body and the school improvement partner.
- Inspectors observed pupils' behaviour in classes, at breaktimes and in breakfast club.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

Tim Jenner

His Majesty's Inspector

Julie McGrane

Ofsted Inspector

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