

Inspection of Richardson Endowed Primary School

Main Road, Smalley, Ilkeston, Derbyshire DE7 6EF

Inspection dates: 17 and 18 June 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The executive headteacher of this school is Parmjit Atwal. This school is part of Embark Federation multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Matthew Crawford, and overseen by a board of trustees, chaired by David King.

What is it like to attend this school?

Pupils enjoy attending Richardson Endowed Primary School. They are guided by the school's values to 'be ready, be respectful and be safe'. Caring staff know the pupils well. Pupils trust the staff to keep them safe and resolve any problems quickly and fairly.

Pupils try hard to live up to high expectations of how they will behave and what they can achieve. High standards begin in the early years. Children learn the school routines quickly and engage eagerly with learning activities. All through the school, pupils display positive attitudes to learning. They work purposefully and produce work of good quality.

The school strives to promote diversity and equality. Pupils learn about different faiths through the curriculum, assemblies and memorable visits to places of worship. Reading books are chosen carefully to expose pupils to stories from different cultures around the world. Pupils are tolerant of others and respect differences.

The school provides a wide range of activities to nurture pupils' wider interests. These activities include clubs relating to sports, film, coding and yoga. Pupils with talent in the performing arts enjoy performing at local events. Others proudly represent the school in sporting competitions.

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

The school has recently redesigned the curriculum. It has carefully identified the important knowledge and vocabulary that pupils will learn in all subjects. In the early years, the curriculum supports children to learn about the world and develop the skills they need to be ready for their next stages. Through key stages 1 and 2, subjects are sequenced well so that pupils' knowledge at each stage builds on what they already know.

The curriculum is designed to ensure that all pupils can achieve well. The school quickly and accurately identifies when pupils have special educational needs and/or disabilities (SEND). Expert staff make sure that these pupils have the support and resources they need to work independently and be successful.

Reading is a priority for the school. In the early years and key stage 1, teachers deliver the phonics programme consistently well. Pupils practise reading often from books that are well-matched to their stage of reading. Teachers check pupils' phonics knowledge often. Any pupils who fall behind are helped to catch up quickly. In key stage 2, the reading curriculum supports pupils to develop their fluency and confidence. Pupils enjoy reading. They talk enthusiastically about their favourite authors and stories.

Teachers have strong subject knowledge. They explain concepts clearly and help pupils to link new knowledge to what they have learned before. Pupils engage readily with opportunities to discuss new ideas and use subject-specific vocabulary. Teachers question carefully to check pupils' understanding and correct any misconceptions swiftly. As a result, pupils gain knowledge securely and remember what they have learned.

Teachers design learning that focuses sharply on the important knowledge in the planned curriculum. However, occasionally, the work that pupils are expected to complete is not ambitious enough. When this happens, pupils are not challenged sufficiently to deepen their understanding. Consequently, in some subjects, although pupils learn the core knowledge, their achievement is sometimes limited unnecessarily.

Children get off to a good start in the early years. The rich environment is well designed to excite their curiosity and support their development. Staff help children develop their social and communication skills as they work and play. Children enjoy learning and display high levels of focus and engagement.

The curriculum for personal, social and health education prepares pupils well for their next stages in education and their lives in modern Britain. Pupils learn how to keep themselves healthy and safe. They are taught how to stay safe online and maintain positive relationships.

Pupils attend school well. The vast majority of pupils behave well in lessons and during social times. When pupils do not meet the school's high expectations for behaviour, staff encourage them to reflect on what went wrong to avoid any repeats. A small number of pupils who struggle to follow routines for good behaviour benefit from individualised support. This helps them to manage their emotions and improve their conduct.

The inclusive culture at the school is underpinned by a strong shared vision to provide high-quality education for pupils. Trustees and governors know the school well. They provide robust support and challenge to school leaders to make sure that their work has the desired impact. The multi-academy trust supports staff well to develop their expertise and manage their workload and well-being. Staff are happy and proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, although learning focuses on the important knowledge that pupils need to know, staff sometimes do not expect pupils to think deeply enough. This means that there is sometimes a limit to what pupils achieve. The school needs to make sure that staff provide sufficient opportunities across the curriculum for pupils to stretch their thinking and deepen their understanding.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146495
Local authority	Derbyshire
Inspection number	10324204
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	Board of trustees
Chair of trust	David King
CEO of the trust	Matthew Crawford (Trust Leader)
Headteacher	Parmjit Atwal (Executive headteacher)
Website	www.richardsonendowed.co.uk
Dates of previous inspection	13 and 14 June 2023, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher was appointed in May 2024.
- The school is part of Embark Federation multi-academy trust.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the deputy headteacher, the leader responsible for pupils with SEND and other school leaders.
- The lead inspector met with the representatives of the multi-academy trust, including the trust leader and the chair of trustees. The lead inspector also met with representatives of the local governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read to a member of staff.
- Inspectors discussed the curriculum, visited lessons and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors analysed responses to Ofsted's staff survey and spoke to staff about their views of the school.
- Inspectors took account of the responses to the online survey, Ofsted Parent View. They also spoke with some parents and carers.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Andrew Monaghan

Ofsted Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025