

Richmond Hill Primary Academy

Address: Melton Road, Sprotbrough, Doncaster, South Yorkshire, DN5 7SB

Unique reference number (URN): 140585

Inspection report: 23 June 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders give attendance a high priority. Overall attendance is above the national average, and persistent absence has fallen markedly this year. Leaders analyse attendance closely, looking at the whole school and at particular groups, and they identify and remove the barriers that pupils face. This work helps groups such as disadvantaged pupils and pupils with special educational needs and/or disabilities to attend well. It helps individual pupils, including some who attend regularly despite considerable personal challenges. Staff work with families when attendance needs to improve. They treat a dip in attendance as a sign that a family may need support, which they offer quickly.

Pupils behave very well. Behaviour is calm, orderly and purposeful, and routines are well established across the day. Pupils show highly positive attitudes, talk together productively and move around the school responsibly. Relationships between staff and pupils are kind and respectful. Incidents of bullying and discriminatory behaviour are rare, and leaders use them as opportunities to educate pupils and families in a supportive way. Where pupils need extra help with their attendance or behaviour, leaders put clear, compassionate plans in place, and these make a real difference.

Inclusion

Strong standard ●

Inclusion is at the heart of the school's deeply held vision. Leaders and staff have a firm understanding of pupils' needs and the barriers they may face. Staff identify these needs early and accurately, including for disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to children's social care.

Leaders have designed the school environment around pupils' needs. They have created well-considered spaces, such as calm areas for pupils at playtime and places where pupils can take a short break before returning to their learning. Pupils with complex needs receive high-quality, expert help to develop their language and communication.

In class, teachers adapt their teaching skilfully so that pupils with SEND work towards the same goals as their peers. Teachers make skilful use of appropriate practical equipment, visual prompts and other well-chosen support.

Leaders work closely with families and outside agencies, and they deploy their skilled staff thoughtfully, so that the pupils who need the most help receive it.

The pupil premium strategy is carefully thought out and rooted in research. Leaders use assessment to pinpoint gaps and direct funding precisely. They review its effect each year. Staff are trained to use the strategy well, so that disadvantaged pupils are not left behind their peers.

Leaders have planned the personal development programme carefully and woven it through the curriculum and the wider life of the school. It makes a real difference to pupils' social, moral, spiritual and cultural development.

Pupils share the school's deeply held values. They know the importance of respect and tolerance. Pupils develop a secure knowledge of the protected characteristics. This is shown in their understanding of ideas such as stereotypes and insistence that discrimination of any kind is wrong. Pupils have learned about the fundamental British values in ways that connect to their own lives. Pupils are proud, active citizens of their school.

The school's personal, social and health education (PSHE) curriculum, including relationships and sex education (RSE), is well planned. Pupils learn about healthy relationships, different types of families, and, at an age-appropriate stage, about puberty and the changes their bodies go through. Pupils know how to keep themselves safe in the community and online. Leaders share online safety guidance with families.

Pupils have many opportunities to develop their talents and interests. Every pupil learns a musical instrument. The school offers a range of clubs and memorable trips and visits. Through the 'Richmond Hill Passport,' pupils broaden their experiences, including spending a night away from home. Some pupils also work towards bespoke personal targets that prepare them for the next stage of their lives.

Pupils take pride in their leadership roles, such as serving as ambassadors. Effective pastoral support meets pupils' needs. Parents and carers value the level of care that the school provides for their children highly.

Expected standard

Achievement

Expected standard

Pupils achieve academic outcomes in national tests that are broadly in line with national averages. In the early years and in phonics, pupils make a positive start, and in the national multiplication tables check pupils have attained above the national average over time. In reading, writing and mathematics, pupils generally reach the standard expected for their age.

Pupils make progress from their starting points across the core subjects of reading, writing and mathematics. They secure the basics of reading, writing and mathematics in a timely way. Their writing develops in length and accuracy over time. Progress in other subjects can be seen in pupils' books and, for example, in videos that clearly demonstrate pupils becoming more accomplished when performing music as a class over time. Disadvantaged pupils achieve well, and any gaps with other pupils nationally are narrowing. Pupils with special educational needs and/or disabilities and those known to children's social care make suitable progress from their individual starting points.

While many pupils develop detailed knowledge and skills across the curriculum, this is not the case for some pupils in some subjects.

Curriculum and teaching

Expected standard 

Leaders have introduced a coherent, well-ordered curriculum. It identifies the important knowledge and concepts that pupils learn, and clear end goals, from the early years to the end of Year 6. Leaders rigorously root teaching on what research shows works well. They have a systematic approach to evaluating the quality of pupils' educational experience.

Reading and writing are planned carefully, so that pupils do not develop gaps in their learning. Phonics is taught well, and teachers check that pupils move through the programme securely. In writing, pupils build important knowledge over time, and their accuracy improves when teachers give them feedback. In mathematics, pupils begin the day with an activity that helps them recall earlier learning. In some classes, pupils take on challenges that make them think hard, and explain their reasoning with confidence, for example when working out how many triangles they can find in a diagram.

Teachers typically explain new learning clearly and draw on secure subject knowledge. In the core subjects, pupils often build their knowledge and skills well. For example, in English, pupils explore ambitious vocabulary, discussing the meaning and origins of words such as 'earnestly' and 'apprehensively' and using them accurately in their writing.

In some subjects, such as art and science, teachers make highly effective choices that lead to pupils learning particularly well. This is not engrained in some other subjects. Where this is the case, teachers' choices do not consistently help pupils to learn the particular ways of thinking and working that those subjects demand. At times, pupils complete tasks that do not encourage them to think deeply for themselves.

Early years

Expected standard 

Leaders have a clear vision for the early years and high expectations of what children can achieve. They have planned a curriculum that sequences the knowledge and skills children learn from the nursery through to the end of Reception, so that children are ready for their next steps.

The nursery provides a rich environment that helps children to learn. Adults design activities skilfully to develop the areas children most need, for example helping children build their fine motor control by using bulldog clips and padlocks. Relationships between adults and children are caring, joyful and positive. Children settle into well-established routines, cooperate with one another and play happily alongside their friends.

Adults teach phonics well. They check children's understanding during teaching and as children write. They correct letter reversals. Children develop secure number knowledge and a comfortable pencil grip. Leaders plan carefully to address gaps in children's learning, rather than leaving this to chance.

Transitions into school, and on into Year 1, are carefully organised. Adults get to know children's needs before they start, which helps children to settle and learn.

The school sets aside time for children to learn through play, although providing more time for this would consistently deepen their learning further.

Leadership and governance

Expected standard 

Leaders are clear and unequivocal in their commitment to improving the school, and they are proud of what they have achieved. They understand the school's context, its strengths and the areas it needs to develop. A determination that every pupil belongs, whatever their background or needs, runs through all the school's work. Leaders act on the findings of their careful monitoring, deploying staff and resources where they will help pupils most.

Leaders take a careful, research-informed approach to the curriculum and to teaching. Subject leaders are involved in planning how learning builds and in checking its quality. Professional development is a clear priority, combining opportunities within the school and across the trust. Staff engage with these opportunities eagerly. Staff feel well supported with their workload and know they can always ask for help.

The school is part of a collaborative trust that is committed to developing leaders. Executive leaders, trustees and governors take a strategic view of improvement. This view is informed by leaders' detailed systems for gathering, analysing and evaluating the school's performance. Those responsible for governance use this reliable evidence to support and challenge leaders. Those responsible for governance share the school's commitment to inclusion. Resources are directed to the school's priorities and where they will have the most impact. Trustees and governors understand their statutory duties and carry them out conscientiously.

Parents are very positive about the school. Those who have pupils with special educational needs and/or disabilities are extremely complimentary about the nature of the support that their children receive.

What it's like to be a pupil at this school

Pupils are happy at school. The welcome they receive from staff at the start of each day sets a positive tone. Pupils feel safe and know there is always an adult they can talk to if they are worried.

Pupils demonstrate mature, positive conduct. This is evident in their behaviour in lessons where pupils settle quickly to their learning and follow well-established routines. They work together productively and maturely discuss their thinking. Pupils move sensibly between activities, indoors and outside. They are kind, well-mannered and respectful to one another and to staff. This makes for a positive and productive atmosphere throughout the school.

Pupils are clear that bullying is not tolerated. It is something that is not common and staff deal with it well if it does occur. Pupils trust the adults who look after them.

Pupils, including those with special educational needs and/or disabilities, learn and play in a school that has been thoughtfully designed around their needs. Those who need a quieter

space, or a short break, can make appropriate use of the calm areas the school has created. Pupils who need extra help with their learning or behaviour receive it. This reduces the barriers to learning that they face. These pupils grow in confidence and spend more time learning alongside their friends.

Pupils take pride in the responsibilities they hold and enjoy contributing to school life. They learn to respect difference and understand that everyone is equal. The school provides opportunities that broaden pupils' experiences and develop their talents and interests.

Pupils make progress in their learning. They read well and at a level appropriate for their age. They understand the importance of coming to school, attend regularly and are punctual. Pupils enjoy their lessons and are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that teachers make consistently effective choices about what to teach and how, across the curriculum, including in the early years, so that pupils achieve even more highly.
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About this inspection

This school is part of The Rose Learning 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), Jeremy Harris, and overseen by a board of trustees, chaired by Sami Mirza.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the principal, deputy principal and other leaders during the inspection. Inspectors also spoke with trustees and governors, as well as the CEO.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Principal: Kelly Cousins

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

Victoria Oddy, Ofsted Inspector

Emmeline Ford, Ofsted Inspector

Michael Watson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 June 2026

School and pupil context

Total pupils

422

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

11.53%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.13%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.14%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	74%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	51%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	74%	Close to average
2024/25 (final)	84%	75%	Above
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	83%	72%	Above
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	64%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	88%	74%	Above
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	46%	Close to average
2024/25 (final)	40%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	80%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-21 pp
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	80%	79%	1 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.8%	13.0%	Below
2023/24 (3 term)	11.8%	14.6%	Close to average
2022/23 (3 term)	14.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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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

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