

Richmond Avenue Primary and Nursery School

Address: Richmond Avenue, Shoeburyness, Southend-on-Sea, Essex, SS3 9LG

Unique reference number (URN): 144878

Inspection report: 30 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 ●

Personal development and wellbeing

Strong standard ●

Leaders have implemented a personal development programme that responds to the needs of the community. Alongside the main curriculum, the 'My Future, my Southend' project helps pupils to build life skills and understand a range of careers. This raises pupils' aspirations, challenges stereotypes and broadens pupils' horizons.

Children learn about different cultures and beliefs as well as how to keep themselves safe in the community. For example, they visit the local beach to learn about water safety. Leaders find ways of bringing learning to life. For example, pupils look after pet fish and, more recently, ducklings. Leaders ensure that pupils have access to a range of trips that are linked to their learning. This includes a Year 6 residential visit where pupils take part in outdoor activities. Pupils appreciate the opportunities to develop resilience and have fun. Pupils have a deep and secure understanding of topics such as puberty, healthy relationships and online safety. They talk confidently about the school's values and can apply them to their own lives.

There are many leadership roles available to pupils. They include head boy and girl, school councillor, sports captain and prefect. Pupil leaders meet regularly and share the aim of 'making the school a better place'. They are confident in challenging leaders and organising activities. For example, they have spoken to the local MP about road safety, have planned a pop-up second hand shop at the summer fair and help younger pupils at sports events. Older pupils are positive role models for younger pupils. They act as play leaders in social times and promote anti-bullying messages. These opportunities help pupils develop responsibility, independence and leadership skills.

Enrichment activities are inclusive. Leaders use pupil premium funding to ensure that disadvantaged pupils can access clubs and trips. Many pupils take part in sporting events and music performances. Their achievements are celebrated, which helps them to feel a strong sense of community and belonging. Pupils appreciate the caring relationships they have with staff. They are confident that they will receive support when they need it.

Expected standard ●

Achievement

Expected standard ●

Overall, by the end of Year 6, pupils' achievement compares favourably to national outcomes. This has remained the case over time. Leaders have overseen a recent increase in the proportion of pupils working at a higher level in reading and writing. Typically, pupils progress well from their starting points well and are prepared for the next stages of their education. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and those who are known or previously known to social care.

The proportion of pupils in Year 1 who pass the phonics screening test is increasing. Those pupils who do not pass in Year 1 are supported to do so in Year 2. However, achievement in

the Year 4 multiplication check remains consistently below national averages. Leaders are focused on this. Pupils are increasingly confident in their recall and application of times tables. Some pupils across year groups struggle with their handwriting. This means that written work does not always represent the depth of knowledge that pupils possess.

Attendance and behaviour

Expected standard 

Leaders have implemented effective systems for tracking and improving attendance. Most pupils attend school regularly and arrive on time. Where complex barriers to attending school arise, leaders work closely with families and external agencies to address them. This includes effective pastoral support and adaptations to routines to help pupils settle at the start of the day. As a result, persistent absence is reducing. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and those who are known or previously known to social care.

The school is a calm and orderly place to be. Pupils enjoy positive relationships with each other that are based on respect. There is little bullying because pupils learn about kindness and tolerance. They learn how to resolve conflict and seek support from staff if they need it. If bullying does occur, staff consistently implement the behaviour policy and deal with it swiftly. Pupils are polite and friendly. They help new pupils to settle in quickly. Pupils report that they are made to feel welcome and are treated equally. There is little derogatory language. This helps to create a strong sense of community where everyone is valued. Pupils behave well in lessons. This means that learning is rarely disrupted. Leaders support pupils to understand and manage their emotions from the early years onwards. Those who need additional help receive bespoke support. As a result, pupils with a range of additional needs learn happily alongside their peers.

Curriculum and teaching

Expected standard 

Leaders have implemented an ambitious curriculum. It is logically sequenced and helps pupils to build their knowledge and understanding cumulatively. Leaders have identified the key knowledge that pupils need to progress well through the curriculum. They have focused on vocabulary, and as a result pupils are confident to talk about their learning. Regular opportunities to celebrate equality, diversity and inclusion are woven into the curriculum. This has a positive impact on pupils' understanding of other cultures and beliefs.

Leaders have a secure understanding of the quality of teaching. Teachers use timely assessments to identify pupils' misconceptions. They model new learning and ensure that appropriate adaptations are in place for pupils with special educational needs and/or disabilities. This means that most pupils access the curriculum successfully and make progress from their starting points. Where extra help is needed, leaders ensure that it is precisely targeted. This means that pupils catch up quickly with their peers.

Leaders have prioritised reading. In lessons, pupils read high-quality texts related to the topic work they are doing. Pupils at the earlier stages of reading benefit from effective, structured phonics teaching from well-trained staff. Most pupils develop the mathematical knowledge they need. Leaders have ensured that pupils are increasingly confident with times tables. However, teachers do not always challenge poor handwriting or incorrect

pencil grips. While some pupils receive extra help with their handwriting, this is not always reflected in their written work.

Early years

Expected standard 

Leaders prioritise the early years. They are the building blocks of the school. Children are happy and feel safe. They experience warm, caring relationships with staff and enjoy attending school. Staff know the children very well. They adapt routines to support pupils with additional needs. They develop positive relationships with parents and carers who appreciate their nurturing and inclusive approach.

The curriculum in the early years supports pupils to make age-appropriate progress. Leaders prioritise reading. The 'book of the week' links with ambitious, topic-specific vocabulary. Teachers use this to develop children's language skills and help them communicate effectively. Children in Reception secure important knowledge of phonics and read with increasing fluency.

In the Nursery, staff use rhymes and songs to establish routines. This helps children to settle quickly and feel comfortable in their surroundings. Children in the early years behave well. They follow instructions and cooperate with each other. Staff have carefully structured the learning environment to stimulate pupils' interests and learning. Pupils benefit from high-quality interactions with adults that move their learning on.

Children are well supported to achieve a good level of development by the end of Reception. They are prepared to transition to Year 1. However, transition information does not always give enough detailed information about each child's foundational skills and knowledge. As a result, pupils in Year 1 do not make progress as quickly as they could.

Inclusion

Expected standard 

Leaders ensure that pupils' additional needs are swiftly and accurately identified on entry to the school. Where necessary, they implement extra support that is precisely matched to pupils' barriers to learning. Leaders work closely with parents and external agencies to track the impact of this support and adapt it as necessary.

Most pupils with special educational needs and/or disabilities learn alongside their peers. Leaders provide detailed information about pupils to staff. This, coupled with effective regular training, means that most pupils' needs are met inside and outside of the classroom. Leaders ensure that adaptations are in place so that pupils are fully included in every aspect of school life. Leaders have developed a number of areas around the school to support pupils with specific needs. The ocean room, the riverside room and the boost bubble provide calm, considered spaces that support pupils to be ready to learn. In addition, well-trained staff deliver targeted extra help to pupils who may have gaps in their learning. This helps them to catch up quickly with their peers.

Pupil premium funding is used effectively to remove barriers to learning. Pupils benefit from academic support and access to enrichment activities. This helps them to feel a sense of value and belonging.

Leadership and governance

Expected standard 

Leaders and governors have a clear and accurate view of the school and community it serves. They know pupils and families well and the barriers that some face. They understand what the school does well, and they prioritise areas that need improvement. For example, they have prioritised reading and strengthened the provision for pupils with special educational needs and/or disabilities. Leaders are ambitious for all pupils. They place them at the heart of decision-making. They have ensured that the school is welcoming and inclusive.

Trust leaders provide school leaders with both challenge and support. They share the same drive to ensure pupils have the confidence, skills and knowledge they need to achieve well both academically and socially. They provide opportunities for staff to collaborate with other schools in the trust, sharing ideas and best practice. Those with responsibility for governance understand their statutory duties and carry them out effectively. While school and trust leaders are ambitious, their strategic planning lacks precision. Although this does not limit the school's current success, development plans are not as tightly focused as they could be on the key actions that will ensure further rapid improvement.

Leaders have implemented an appropriate programme of professional development. This helps staff develop their practice. Staff trust that school leaders take their wellbeing and workload into consideration. They are proud to work at the school. Most parents are supportive of the school and appreciate the caring staff and range of enrichment activities. However, leaders are working to regain the trust of a minority after a period of staffing upheaval.

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

This is a welcoming and inclusive school where pupils feel safe and valued. Pupils are confident that staff are there to help and support them. Staff know their pupils very well. This means that pupils are treated as individuals. As a result, pupils, including those with special educational needs and/or disabilities, enjoy coming to school and attend regularly.

Pupils get on well with each other. Bullying is uncommon. If it does occur, pupils are confident that staff will deal with it effectively. Pupils respect each other and celebrate the things that make them unique. They take part in a range of activities that encourage kindness and tolerance. For example, 'culture day' enables pupils to celebrate their backgrounds and heritage.

Pupils enjoy a wide range of clubs that help them develop their passions and interests. This includes chess club, basketball, arts and crafts club and choir. Every year group benefits from a trip that reinforces their learning, such as a trip to visit HMS Belfast. The 'My future, My Southend' programme helps pupils to build life skills alongside the curriculum. Pupils

learn about a range of careers. As a result, they have high aspirations for themselves and their peers.

Pupils value the opportunity to take on leadership responsibility. Roles such as pupil advocate and school councillor help them to develop confidence and communication skills. Their voice plays an important role in school and trust development plans. For example, pupil advocates meet with trust leaders regularly to discuss activities they would like to see in school. This helps them to feel empowered and develop a strong sense of belonging.

The school is a calm and orderly place to be. Pupils behave well at break times and in lessons. Because of this, learning is not interrupted and pupils achieve well. The school environment has been carefully designed to support pupils of all ages and abilities. Those who require additional support with their learning benefit from spaces like 'the boost bubble'. Staff here work closely with pupils to remove specific barriers to learning. As a result, pupils make good progress towards individual goals and thrive in school.

Next steps

- Leaders should ensure that their expectations of pupils' handwriting are applied consistently so that pupils communicate effectively in writing and produce high-quality work across the curriculum.
 - Leaders should ensure that more-detailed information related to pupils' foundational skills is shared in advance of transition to key stage 1, enabling effective planning for accelerated progress.
 - Leaders should ensure that improvement planning and target-setting are more precisely aligned with key school improvement priorities, leading to sharper self-evaluation and improved tracking of impact.
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About this inspection

This school is part of the Southend East Community Academy Trust (SECAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ben Stickley, and overseen by a board of trustees, chaired by Emma Hawker.

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.

Inspectors spoke with school leaders, including the headteacher, special educational needs coordinator and other senior leaders. The lead inspector spoke with the chair of the trust board, the chief executive officer and the chair of the local academy committee. Inspectors spoke to parents and carers and reviewed the findings of the parent, staff and pupil Ofsted online surveys.

Inspectors visited lessons to look at pupils' work and the curriculum and to speak with pupils about their learning and wider school activities. Inspectors also spoke to pupils at social times and met with groups of pupils. They spoke with a local authority allocated social worker.

The inspectors confirmed the following information about the school:

The headteacher took up their position in January 2021.

Headteacher: Kate Money Penny

Lead inspector:

Jane Bennett, His Majesty's Inspector

Team inspectors:

Stephen Cloke, Ofsted Inspector

Nicola Shadbolt, Ofsted Inspector

Danny Wagstaff, 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 30 June 2026

School and pupil context

Total pupils

415

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

460

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)

23.59%

Close to 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

2.41%

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

24.10%

Well above 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	60%	61%	Close to average
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	61%	60%	Close to average

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	69%	74%	Below
2024/25 (final)	65%	75%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	70%	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	73%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	74%	71%	Close to average

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	69%	73%	Close to average
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	69%	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	46%	46%	Close to average
2024/25 (final)	35%	47%	Close to average
2023/24 (final)	64%	46%	Above
2022/23 (final)	42%	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	52%	62%	Below
2024/25 (final)	35%	63%	Below
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	58%	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	64%	59%	Close to average
2024/25 (final)	59%	59%	Close to average
2023/24 (final)	71%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	63%	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	56%	60%	Close to average
2024/25 (final)	53%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	53%	59%	Close to average

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	46%	68%	-22 pp
2024/25 (final)	35%	69%	-34 pp
2023/24 (final)	64%	67%	-3 pp
2022/23 (final)	42%	66%	-24 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	52%	80%	-28 pp
2024/25 (final)	35%	81%	-46 pp
2023/24 (final)	64%	80%	-15 pp
2022/23 (final)	58%	78%	-20 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	64%	78%	-14 pp
2024/25 (final)	59%	78%	-19 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	63%	77%	-14 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	56%	80%	-24 pp
2024/25 (final)	53%	81%	-28 pp
2023/24 (final)	64%	79%	-15 pp
2022/23 (final)	53%	79%	-27 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)	6.1%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.3%	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)	15.7%	13.0%	Close to average
2023/24 (3 term)	16.9%	14.6%	Close to average
2022/23 (3 term)	18.9%	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

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