

# Robin Hood Primary School

Bowness Crescent, London, SW15 3QL

**Inspection dates** 10–11 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make very good progress in mathematics and the proportion reaching above average standards is higher than nationally.
- Those pupils who start from low levels of attainment make good progress in reading and writing.
- Pupils supported by the pupil premium are rapidly narrowing the achievement gap with other pupils.
- Teaching engages pupils' interest through providing a range of topics to learn and write about and opportunities to apply numeracy skills to solve real-life problems.
- Leaders check the impact of teaching on pupils' progress and give effective guidance on improvement.
- Pupils behave well. They take pride in producing their best work and join enthusiastically in a broad range of learning experiences.
- The leadership of the headteacher commands wide support and has improved the school. Governors challenge him to continue to improve the school.

### It is not yet an outstanding school because:

- Not all more able pupils reach the highest levels in reading and writing.
- Improvement plans are appropriate, but are not linked to measurable gains in pupils' progress to allow impact on pupils' achievement to be checked.

## Information about this inspection

- Inspectors observed parts of 12 lessons, five jointly with senior leaders.
- Inspectors looked at pupils' books to gather evidence of their progress and the quality of teachers' marking.
- They heard some pupils read.
- Inspectors held meetings with pupils, staff and representatives of the governing body. An inspector met with a representative of the local authority.
- Inspectors gathered the views of 38 parents and carers from the online Parent View questionnaire. Inspectors spoke with some parents and carers on the school premises.
- The inspectors considered 14 questionnaires completed by staff.
- The inspection team reviewed school documents, including policies, checks on how well the school is doing and improvement plans.

## Inspection team

Anthony Byrne, Lead inspector

Additional Inspector

Gillian Keevill

Additional Inspector

## Full report

### Information about this school

- This is an average-size primary school. Children attend the nursery on a morning or afternoon basis.
- The majority of pupils, about two thirds, are from ethnic minority backgrounds, and the proportion speaking English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for support through the pupil premium is above average. This is additional funding for pupils known to be eligible for free school meals and those in local authority care.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is a breakfast club, but it is not run by the school and did not form part of this inspection.

### What does the school need to do to improve further?

- Improve teaching in order to increase the proportion of more able pupils in years below Years 5 and 6 reaching high levels of achievement in reading and writing, and help pupils supported by additional funding to maintain improved performance, by ensuring that:
  - teachers' questioning probes pupils' understanding of what they are learning in more depth.
- Make sure improvement plans include specific targets for pupils' achievement, so that leaders and governors can accurately check the effectiveness of actions taken.

## Inspection judgements

### The achievement of pupils

is good

- The majority of pupils' have underdeveloped skills for their age when they begin school, but by the time they leave a higher proportion than nationally reach average standards in reading, writing and mathematics.
- The majority of pupils, including the more able, make rapid progress in mathematics. The proportion reaching above average standards is higher than nationally.
- Pupils with special educational needs achieve well because the school identifies their needs early and gives them appropriate support, mainly in lessons rather than out of class. This ensures they progress well while enjoying the same learning experiences as others. These pupils and others, starting from relatively low points, make rapid progress to reach higher standards than their similar groups nationally.
- Pupils who speak English as an additional language all achieved the average standard or above in reading, writing and mathematics at the end of Year 6 last year. They contribute readily to discussions and write with confidence.
- Pupils supported by additional funding reach higher standards than similar pupils nationally. The gap between them and other pupils in the school was in the past equivalent to about a year by the end of Year 6. However, school assessment records and work seen in lessons and pupils' books show that this gap has now narrowed significantly.
- In the Early Years Foundation Stage and Year 1, teachers teach phonics (letters and the sounds they represent) skills well to support competence in reading. The results in the phonics check have improved to well above national expectations. From Nursery onwards attractive books are available. Older pupils enjoy books and read independently at home as well as in class and keep reading records. They can talk about characters and events in books with enjoyment and good recall.
- Last year no pupil in Year 6 made less than expected progress in reading and writing. Those starting from a very low level made exceptional progress. Pupils of very high ability reach above average standards, but some on the borderline of high ability did not progress rapidly enough to reach a high level. More-able pupils, particularly in Years 5 and 6, now make better progress. This is because teachers expect a broader group of students to complete tasks to a high standard.

### The quality of teaching

is good

- Pupils make good progress in writing because special theme weeks provide an interesting range of experiences to write about. In mathematics, pupils achieve well because they learn methods and basic processes and apply them to real-life situations, such as working out portions and costs of recipes.
- Teaching is not yet outstanding because teachers do not always enable more able pupils and those supported by extra funding to make the best possible progress. These pupils do not have opportunities to respond in greater depth to probing questions.
- Teachers plan lessons well to allow pupils time to complete a good amount of work. Teachers make clear to pupils from the start what they need to do to succeed. These factors help pupils to make good progress.
- Marking supports learning well, having improved since the previous inspection. Pupils respond positively and the good progress they make shows that they have taken the advice on board.
- Teaching assistants give pupils effective support which enhances their achievement. They strike a good balance between encouraging and suggesting improvements and challenging pupils to think for themselves.
- In the Early Years Foundation Stage assessment records support progress well, because they are used by teachers to direct teaching to areas where children need to gain more experience.

- Teachers in all years have good awareness of pupils at risk of falling behind in progress. They frequently give them attention and support. However, a small group of more able pupils lower down the school are not working at the highest levels because teachers do not challenge them as much as is the case in Years 5 and 6.

### **The behaviour and safety of pupils** are good

- Behaviour is good. Pupils are very positive about learning. They concentrate and listen well when the teacher is instructing, work well in groups and individually they persevere with the task. This enables all to make progress and receive attention from teachers and other adults without interruption.
- They take pride in their work and present it well. During the inspection some Years 3 and 4 pupils won a maths challenge event involving other schools and returned delighted with their medals. Pupils say they enjoy the research homework that is set.
- Around school pupils understand the behaviour that is expected and they respect each other regardless of their different backgrounds and mix together well. They very willingly do as adults ask.
- Behaviour is not outstanding because occasionally pupils do not keep up the high standard expected. They know that the school checks behaviour carefully and feel that the school deals fairly with any incidents that do occur. The school keeps careful records of incidents, though there have been none of very serious concern or that were difficult to resolve.
- The school's work to keep pupils safe and secure is good. Pupils understand what bullying is and do not fear that they will be bullied. They are aware that name calling and prejudice-based bullying is wrong. The school teaches them how to be safe and avoid risks, including when using the internet. Pupils feel that the school gives all of them an equal opportunity to do well and enjoy school.
- Pupils enjoy the additional sporting opportunities that the primary school sports funding has made available. They are conscious of how sport contributes to keeping fit, healthy and ready to learn.
- The great majority of parents and carers who responded to Parent View and who spoke to inspectors confirmed that the school keeps children safe. A parent or carer who spoke to inspectors explained how well the school supported his child's medical needs.
- Attendance is average but with a rising trend, because the school works well with families that have difficulty in maintaining good attendance.

### **The leadership and management** are good

- Governors, staff, some parents and carers spoken to and the local authority all recognise how the headteacher has taken the school forward in two years since taking up post. School leaders focus on progress, good behaviour and high-quality teaching.
- With his senior team, the headteacher has developed an assessment system that works well in highlighting pupils who are not making rapid progress. Leaders discuss with class teachers and teaching assistants how to secure better progress. This has had a good impact, particularly with older pupils.
- Leaders of literacy and numeracy check the quality of pupils' work. They guide teachers in making improvements.
- Staff questionnaires approve action taken to improve the school, demonstrating that all staff support the leadership.
- All teachers take part in the school's checking of its own performance by working on committees that governors jointly chair. They identify appropriate improvement priorities and take suitable actions. However, planned actions do not specify time deadlines or how much pupils' achievement will improve, so it is not easy for leaders and governors to check effectiveness.

- Leaders observe teaching regularly. They give clear feedback. Performance management sets teachers' targets related to pupils' performance and leadership responsibilities. The leadership plans opportunities to improve teachers' skills. As a result, teaching is now good and improving further.
- The school's organisation of subjects allows pupils to explore different ideas and wide-ranging topics, often taking pupils out of school or bringing experts into school. This contributes well to broadening their experiences and to their spiritual, moral, social and cultural development.
- The pupil premium grant mainly provides extra adult assistants in class. This is improving the performance of pupils eligible for the grant, either by the assistants supporting pupils' progress with work or allowing the teacher to concentrate on individuals.
- The school's arrangements for safeguarding pupils are very thorough and meet requirements. Governors have an appropriate level of involvement and review the policy annually.
- Parents and carers who spoke to inspectors and who responded to the online survey expressed overwhelmingly positive views about the school. A very small minority expressed concerns about some aspects but this did not prevent them joining in with 100% who would recommend the school to other parents or carers.
- The primary school sports funding has introduced a wider range of sports through expert coaching, and a number of additional after-school sports clubs have been established. Teachers develop their skills in teaching physical education by working alongside coaches. Pupils enjoy the new clubs and the variety of choice. Pupils better understand the importance of fitness.
- The local authority judges the school as good. A school improvement partner provides reviews three times a year and works closely with the governing body to help check the school's progress.
- **The governance of the school:**
  - The headteacher and the local authority keep governors very well informed about pupils' progress. They understand how the school is performing compared to local and national results. They link this to the headteacher's reports on strengths and weaknesses in teaching to identify priorities for improvement and discuss strategies with school leaders.
  - Governors have confidence in the leadership of the school and carry out regular reviews with leaders to challenge them to maintain a continuous pace of improvement.
  - They are well informed about the spending of pupil premium and sports funding and the impact in terms of achievement and participation in wider opportunities for sport and fitness. They maintain a check that performance management is being carried out appropriately and have evidence that progression in salary requires targets to be met.
  - Governors' involvement in committees that establish and review development priorities gives them an important role in continuing improvement. However, this would be strengthened by agreeing more precise timing and expected impact on pupils' progress.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102573
<b>Local authority</b>	Kingston
<b>Inspection number</b>	439491

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Callis
<b>Headteacher</b>	Peter Boulton
<b>Date of previous school inspection</b>	26 February 2009
<b>Telephone number</b>	020 8546 7388
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