

Robin Hood Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 131007 |
| Local Authority | Nottingham City |
| Inspection number | 360186 |
| Inspection dates | 3–4 March 2011 |
| Reporting inspector | Richard Marsden |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 444 |
| Appropriate authority | The governing body |
| Chair | Anne Hutchby |
| Headteacher | Jo Bell and Andrew Sharp (acting headteacher) |
| Date of previous school inspection | 24 June 2008 |
| School address | Beckhampton Road Bestwood Park, Nottingham NG5 5NA |
| Telephone number | 0115 9153982 |
| Fax number | 0115 9153983 |
| Email address | admin@robinhood.nottingham.sch.uk |

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Introduction

This inspection was carried out by four additional inspectors. They observed 17 teachers in 22 lessons, spoke with parents and carers and held meetings with staff, pupils and the Chair of the Governing Body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 90 parents and carers and 28 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent have pupils' attainment and progress improved since the last inspection?
- Given the recent differences in the attainment of boys and girls in writing and mathematics in Key Stage 1, how effectively is the school ensuring equality of opportunity for all groups of pupils?
- How effective are the school's efforts to improve attendance?
- How effectively is the school now using information and communication technology (ICT) to promote learning?

Information about the school

The school is much larger than most primary schools. The large majority of pupils are White British. The percentage from minority ethnic backgrounds is very slightly higher than is found nationally although the percentage of pupils who are learning English as an additional language is below average. The percentage of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is double the national average.

The school holds the Eco-Schools bronze award.

At the time of the inspection, the school was in the process of moving into a recently completed new building and contractors were working on the refurbishment of the outdoor area. The school's deputy headteacher was acting as headteacher for three days each week, serving alongside the headteacher who was working for the other two, in readiness for handing over leadership of the school at the end of the present term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory standard of education for its pupils. The standards attained by pupils are in line with those found nationally, and the school is particularly successful in promoting pupils' personal and social development. The Early Years Foundation Stage is good. It is well resourced and enables children to settle in well and to make good progress from the outset.

Teaching, and, as a result, pupils' progress are satisfactory. Since the last inspection, pupils' attainment in writing and mathematics has improved so that it is now broadly in line with the national average. Standards in reading in Key Stages 1 and 2 lag behind, however, and the school has identified this as needing improvement. Although in the majority of lessons, tasks are well matched to pupils' capabilities, pupils are sometimes given tasks which are either too easy or too demanding, and this slows pupils' progress.

The school has made strenuous efforts to improve pupils' attendance, including developing excellent links with families. As a result, the attendance rate in the current year is now in line with the national average. However, school leaders are not complacent. Absenteeism still gives them cause for concern because it disrupts the learning of too many pupils and, thus, slows their progress. The curriculum is broad and balanced. It caters equally for all groups of pupils. In particular, the school takes care to ensure that pupils known to be eligible for free school meals do not miss out for financial reasons on any of the out-of-school activities which the school offers, including residential visits.

The care, guidance and support given to pupils are outstanding. Pupils are exceptionally well known as individuals and the school can give many examples of the impressive support it has provided for vulnerable pupils, sometimes in extremely challenging circumstances. Drawing on the support of a wide range of agencies and individuals, it has helped them to benefit greatly from their education when they have been at risk of failure. The school's exceptionally good engagement with parents and carers includes going to great lengths to gain the confidence of those who might find it difficult to engage with their child's education, and taking care to ensure so that no pupil misses out on what the school has to offer.

The improvement in attendance, in the care, guidance and support shown to pupils, in the improved attainment in mathematics and writing, and the sharpness of the school's own evaluation of its strengths and areas for improvement, show the school's good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise standards in English in Key Stages 1 and 2, and especially in reading, by
 - providing more opportunities for pupils to develop their reading skills across a range of subjects, not just in English lessons.
- Accelerate rates of progress for pupils by:
 - removing inconsistencies in teaching quality and ensuring that the matching of tasks to pupils' needs is as good in all lessons as it currently is in the best
 - reducing absenteeism so that disruptions to pupils' education are minimised.

Outcomes for individuals and groups of pupils

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Pupils' attainment, when they join Year 1, is broadly in line with the national average. By the end of Year 6, their attainment is still broadly average, which means that their progress is satisfactory. There have been variations between groups of pupils, such as girls outperforming boys in mathematics and writing in 2010, but inspectors analysed these carefully and were satisfied that they do not point to any particular trends. In general, all groups of pupils progress as well each other. Pupils with special educational needs and/or disabilities make progress in line with their peers. As a result of a specific focus on mathematics and writing, there has been a steady rise in pupils' attainment in these subjects in recent years. Reading has not been targeted in this way, however, and there has been no comparable rise in the standards in reading.

In lessons during the inspection where pupils made good progress, it was because tasks engaged them well and were well matched to their needs. Boys and girls progressed equally well. Pupils with special education needs and/or disabilities are well supported by classroom assistants within the classroom or in small group and individual work outside the classroom. In lessons, they make similar progress to their peers. There is a similar picture for those pupils who are known to be eligible for free school meals.

Pupils' good behaviour makes a major contribution to their learning. Teachers are careful to ensure that pupils understand routines and expectations. Relationships between pupils and staff and between pupils themselves are warm and respectful. Pupils told inspectors how they feel safe in school. They understand about road safety, and older pupils understand about internet safety and the dangers of alcohol and drugs. They explain clearly how they stay fit and healthy through exercise, and eat the kinds of food which contribute to a healthy lifestyle. All pupils are involved in competitive sports with other schools. They enjoy many opportunities to serve their school as monitors, playground leaders, or members of the school council, and they play a prominent part in the local community, helping, for example, with improvements to the local nature area and performing at community events. They are thrilled about the part they have played in shaping the tree house classroom which will form the centrepiece of their new school building. Pupils are thoughtful and sensitive when given opportunities to reflect, in assembly, for example. They respond with interest and curiosity to people whose customs and beliefs are unfamiliar, and enjoy events such as International Week which broaden their horizons, raise their aspirations and open them up to the diversity of modern society.

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These are the grades for pupils' outcomes

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|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching overall is satisfactory. No inadequate teaching was observed and some good and some outstanding teaching were seen. In the best lessons, teachers plan well to ensure that pupils' specific needs are met. Lessons feature a variety of tasks to engage pupils' interest, and pupils are kept busy, often discussing ideas with partners or even taking the teacher's role in front of the class. Computers are used well by teachers and pupils to enhance learning. In a good English lesson, for example, pupils used the interactive whiteboard to choose photographs on which to base the setting for their stories, and in small groups, pupils with special educational needs and/or disabilities used computers to reinforce spellings. Where teaching is only satisfactory, tasks are sometimes too easy for pupils or they stay on one task too long when they have already mastered it. In some lessons, pupils are required to sit and listen to the teacher for too long so that their attention wanders. There are examples of marking which gives pupils a clear indication of how to improve their work but, sometimes, teachers' marking gives lots of praise but does not show pupils how well they are doing or what they need to do to improve. This slows their long-term progress.

The curriculum is broad and balanced. It promotes pupils' personal and social development particularly well. It provides good opportunities for all pupils to develop core skills, including ICT, across a range of subjects. However, the opportunities for them to develop reading skills across subjects are not exploited as often as those for them to

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develop their skills in mathematics or writing. Pupils develop enterprise skills through the school's system of paying 'wages' for jobs which they do around the school; reward tokens can be cashed in for items such as stationery or can be saved up for larger treats such as a trip to the seaside. Participation in out-of-school activities is good. Cultural and sporting activities include things as diverse as samba drumming and indoor rowing.

Care, guidance and support are major strengths of the school. Teachers and a range of well deployed support staff provide outstanding support to families who find it hard to engage with education, building up their trust and confidence. The Rainbow Club supports children who are at risk of failure so that they settle down and learn effectively. The school is particularly vigilant at identifying pupils who are at risk. Pupils are supported exceptionally well when they join the school so that they quickly come to accept routines and expectations and settle in to learning. Where parents come into school to learn alongside their children this is particularly effective. All groups of pupils are prepared very well so that they feel confident about moving to their next school when the time comes.

These are the grades for the quality of provision

| | |
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| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher, acting headteacher and senior leaders have a keen understanding of the school's strengths and areas for improvement. There has been steady improvement in areas identified at the last inspection, as well as in areas identified by the school's own monitoring. Staff share a common vision and have high expectations which were evident in the individual lessons observed. Teaching is regularly monitored and staff are ambitious to make improvements. This has not had an impact on pupils' progress rates, however.

The governing body is well organised and is supportive of the school, engaging often with parents and pupils and showing a good understanding of the challenges the school faces. The governing body challenges decisions and holds the headteacher to account for tackling weaknesses. At the time of the inspection, all statutory requirements for the safeguarding of children were met. The school's record-keeping and monitoring are meticulous, and, where monitoring reveals the need for improvements, these are swiftly and efficiently addressed. Safeguarding and safety feature prominently across the curriculum for pupils of all ages. The school has been particularly vigilant in this regard during the building work when large numbers of strangers have been in and around the school site.

The school is exceptionally supportive of parents and carers. It meticulously seeks their views and takes steps to ensure that as many as possible engage with the school for their benefit of their children. It has developed innovative ways of doing this, such as

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welcoming parents and carers into school for courses alongside their children, providing 'Busy Hands' packs for children to take home, and redesigning individual pupils' reports for some parents and carers so as to make them easier to understand. Communications via the school's web site are particularly effective. The school draws on a wide range of partners to enhance its provision. For example, teachers work with other schools to confirm the accuracy of their assessment of pupils, pupils enjoy sporting and other events with pupils from other schools, and a wide range of partners help to support vulnerable pupils and their families very effectively.

In promoting equality of opportunity and tackling discrimination, teachers monitor the school's work rigorously to ensure that no pupil misses out on what the school provides. No-one, for example, is excluded on financial, or any other, grounds from enjoying the three residential opportunities which the school provides during a pupil's time at the school. The school has a good understanding of its own context and its contribution to community cohesion locally. Pupils' links with schools in other parts of Nottingham play a key role in breaking down stereotypes and removing barriers within the local community. Opportunities for pupils to interact directly with people from further afield, such as a link with a school overseas, are being developed.

These are the grades for leadership and management

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| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge and skills that are below those expected for their ages. Their communication and language skills are well below. They make good progress so that, by the end of the Reception Year, all areas of learning are in line with age-related expectations except communication, language and literacy which remains below. Children learn to keep themselves healthy and safe, and their behaviour is good. They respond well to the warmth and encouragement shown by adults.

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They are given responsibility and are happy to take on jobs such as clearing up and gardening.

Teachers make their expectations clear and place a strong emphasis on helping children to settle into routines. This develops their personal and social skills very well. Children confidently leave their parents and carers and clearly enjoy being at school. The accommodation is stimulating and well resourced to develop all areas of learning indoors and out. Children use computers confidently in their learning and they develop their physical skills well. There is a good balance between teacher-led activities and activities chosen by the children themselves. The latter help children develop independence and grow in confidence.

The Early Years Foundation Stage leader has a clear overview of strengths and areas for improvement. Teachers and other adults regularly observe and record children's learning, both formally and informally, so that they have a clear view of what children know, understand and can do.

These are the grades for the Early Years Foundation Stage

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| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Responses to the questionnaires show very high levels of satisfaction with all aspects of the school. A very small minority of parents and carers indicated that they did not feel that the school deals effectively with unacceptable behaviour. Inspectors found that pupils' behaviour was good both in lessons and around the school. It makes a strong contribution to their learning and personal development.

Some parents and carers added comment of their own, praising aspects of the school. The following was typical: 'The staff at Robin Hood are brilliant. They are really supportive, forward thinking and friendly. They always encourage parents and children to get involved.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Robin Hood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 444 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 48 | 53 | 39 | 43 | 0 | 0 | 3 | 3 |
| The school keeps my child safe | 53 | 59 | 33 | 37 | 1 | 1 | 2 | 2 |
| My school informs me about my child's progress | 55 | 61 | 32 | 36 | 3 | 3 | 0 | 0 |
| My child is making enough progress at this school | 56 | 62 | 32 | 36 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 58 | 64 | 30 | 33 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 48 | 53 | 38 | 42 | 4 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 41 | 46 | 45 | 50 | 2 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 34 | 38 | 43 | 48 | 0 | 0 | 2 | 2 |
| The school meets my child's particular needs | 43 | 48 | 42 | 47 | 1 | 1 | 2 | 2 |
| The school deals effectively with unacceptable behaviour | 33 | 37 | 43 | 48 | 8 | 9 | 3 | 3 |
| The school takes account of my suggestions and concerns | 36 | 40 | 40 | 44 | 6 | 7 | 3 | 3 |
| The school is led and managed effectively | 44 | 49 | 40 | 44 | 2 | 2 | 2 | 2 |
| Overall, I am happy with my child's experience at this school | 55 | 61 | 32 | 36 | 3 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 March 2011

Dear Pupils

Inspection of Robin Hood Primary School, Nottingham, NG5 5NA

I would like to say a big 'thank you' to everyone for the lovely warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

You behave well at school and this helps you to learn. The standard of your work is equal in standard to the work of pupils in other schools, although many of you are not as good at reading as you are at writing and mathematics.

Your teachers take great care of you. They support you very well and make sure that everyone feels safe. They are very careful to make sure that no-one misses out on anything the school has to offer.

Teachers make a great effort to help involve your parents and carers in your learning. Your parents and carers are very pleased with your school.

You enjoy sports and other out-of-school activities, and you enjoy having the opportunity to take on jobs within your school and community. You are very excited about the tree house you have helped to design.

We have suggested to your teachers that they should aim for you to reach higher standards, particularly in reading. We have suggested ways in which they can make lessons even better for you. Some of you still do not attend school as often as you should and we have suggested to teachers that attendance needs to improve so that you can make better progress in your work.

It was really good to visit your school. You can all play your part in improving it by continuing to behave well, always trying your best, and by making sure that you only ever miss school when it is absolutely unavoidable.

Yours sincerely

Richard Marsden

Lead inspector

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