

# Robin Hood Primary School

## Inspection report

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<b>Unique Reference Number</b>	107831
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	363731
<b>Inspection dates</b>	20–21 April 2011
<b>Reporting inspector</b>	Jane Hughes

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

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<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>	363
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Lisa Mulherin
<b>Headteacher</b>	Mr Mark Wilson
<b>Date of previous school inspection</b>	14 November 2007
<b>School address</b>	Leeds Road Robin Hood, Wakefield West Yorkshire WF3 3BG
<b>Telephone number</b>	0113 282 3444
<b>Fax number</b>	0113 288 0795
<b>Email address</b>	mark.wilson@robinhood.leeds.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 12 teachers. Inspectors held meetings with members of the governing body and staff and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 126 parents and carers, as well as those from pupils and staff.

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

- The reasons why pupils' progress declined in 2010.
- Whether teaching across the school consistently supports good and better outcomes for higher-attaining pupils.
- Whether children in the Early Years Foundation Stage do well enough.
- Whether systems for promoting regular attendance and decreasing persistent absenteeism are effective.
- How well all leaders and managers, particularly with regard to partnership work, improve outcomes for pupils.

## Information about the school

This school is of larger than average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is smaller than average. Most pupils are of White British heritage. A smaller than average proportion of pupils have special educational needs and/or disabilities. The school has achieved many awards including Inclusion Charter Mark, Stephen Lawrence Education Standard, Arts Mark, Information and Communication Technology (ICT) Mark and International Schools Award.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Robin Hood Primary is an outstanding school. It provides outstanding value for money as pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities learn and progress exceptionally well. A highly inclusive ethos ensures equality of opportunity and the tackling of discrimination are the highest priorities. Inspirational and innovative leadership by the headteacher promotes the highest quality of ambition and vision for the school. Consequently, it has gone from strength to strength in recent years. Rigorous self-evaluation at all levels of leadership has secured an impressive record of improvement from good to outstanding in key areas such as outcomes for pupils, teaching, and leadership and management. All these characteristics demonstrate the school's outstanding capacity for sustained improvement.

Pupils' achievement is outstanding. They join the school with skills broadly typical for their age. By the end of Year 6, they attain highly in English and mathematics. Key strengths in the outstanding outcomes for pupils stem from high quality teaching, an exceptional curriculum and first-class care, guidance and support for all. These elements enhance pupils' excellent knowledge of how to lead safe and healthy lives. Pupils' exemplary behaviour plays a vital role in enabling them to make high quality contributions to the school, local and wider communities. The combination of these key skills, coupled with pupils' excellent spiritual, moral, social and cultural development, ensures that they leave Robin Hood with a range of skills that provides a first-class foundation on which they can build for future success.

The Early Years Foundation Stage is developing well under the good guidance of its relatively new leader. Strong overall provision ensures children make good progress from their starting points. However, their creative skills do not develop as quickly as in other areas of learning due to a lack of planned creative opportunities across the separate Nursery and Reception classes.

Fast-developing governance provides checks and balances in support of the school's improvement agenda. Safeguarding arrangements are good. The school strives with increasing success to engage parents and carers in pupils' learning and school life. The highest quality of partnership work also encompasses the excellent promotion of community cohesion.

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

- Improve children's creative skills in the Early Years Foundation Stage by ensuring a cohesive approach across the separate Nursery and Reception classes in the planning of more creative opportunities.

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## Outcomes for individuals and groups of pupils

**1**

Pupils achieve outstandingly well and enjoy school immensely as reflected in their above average and rising attendance. They say they are proud to be part of Robin Hood Primary and confirm that they 'give it more than 10 out of 10'. Pupils' excellent behaviour ensures they make the most of all the exciting opportunities on offer. Pupils are highly responsive to practical and creative experiences in lessons around which much of their learning revolves. For instance, pupils in Years 5 and 6 were awestruck by the 'planetarium' experience during the inspection. Pupils reacted in a mature and self-disciplined manner as they listened carefully to adults' explanations, asked pertinent questions, responded as required and then acted safely and sensibly when it was time to end the activity. By the end of the session, they were able to use key features such as the North Star to navigate with some success around the night sky. Pupils relish daily opportunities to develop expertise in using many different types of information and communication technology (ICT) to enhance their learning and presentation. Pupils attain highly in English and mathematics by the end of Year 6. This represents outstanding progress for all individuals and groups of pupils, including those with special educational needs and/or disabilities. The uncharacteristic dip in pupils' progress in 2010 reflected the specific circumstances of that particular year group. Pupils are keen to attend school every day and almost all are punctual. Parents, carers and pupils agree that pupils are very well prepared for the future.

Pupils secure the strongest relationships with each other and show mutual respect. They have an excellent understanding of other cultures and recognise the value of diversity as well as the many similarities between themselves and others. They participate in a range of activities at play and lunchtimes such as playground games devised and led by peer playleaders. These extend pupils' knowledge of healthy lifestyles. Pupils develop an excellent understanding of what constitutes safe practices. They also participate in a wide range of extra-curricular clubs such as drama, dance and gardening. The school is becoming increasingly sustainable and pupils enjoy eating some of the vegetables grown in the school garden.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers and teaching assistants deliver and support engaging activities that result in fast-paced learning. The daily challenge is to encourage the whole class, with varying degrees of support, to aspire to perform as well as the highest attaining pupils. Pupils are confident and rise to the challenge of consistently well-focused questioning by adults. Teaching assistants are exceptionally well deployed to meet pupils' individual needs. All adults pose key questions which invite pupils to explain their learning when answering. There are regular opportunities for pupils to engage in peer evaluation through strategies such as 'ask a partner'. Teachers mark pupils work thoroughly. They provide clear improvement points that help pupils to move on rapidly in their learning. On-the-spot feedback during lessons also helps pupils to respond swiftly to adults' suggestions. Pupils say they enjoy school immensely because, 'teachers make it enjoyable and fun'. Teachers have a clear understanding of the achievement information pertaining to each pupil and use this efficiently to challenge each pupil daily.

The well-established curriculum is highly innovative and exceptionally creative. A vast range of memorable experiences for pupils assure pupils' highly effective academic and personal development. The availability of first-class ICT resources ensures pupils are particularly confident in the use of new technologies by the time they leave. Well-established links between subjects lead to exceptional outcomes for all individuals and groups of pupils. Careful topic plans ensure that the needs of all pupils are met particularly

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well. The school's curriculum is recognised as an exemplar of best practice by the local authority.

Adults pay close attention to all aspects of pupils' pastoral care, guidance and support. Pupils say they feel very safe in school and parents and carers confirm this, commenting that, for example, 'my child is thriving'. Induction and transition are handled with great care. The school works diligently to improve pupils' attendance and to ensure that few pupils are persistently absent.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Motivational leadership enhances a shared sense of purpose aimed at maximising opportunities for all pupils to succeed. The same ambitious vision is in place for staff as well as for pupils. As a result, staff are fiercely loyal to the headteacher and other senior leaders and comment on their pride in working at Robin Hood and the quality of their professional skills' development. Staff at all levels share in the school's success and work towards the highest possible outcomes for all. Self-challenge by pupils and staff alike is the norm. Outcomes which are less than the anticipated best are forensically analysed to ensure that a different, more successful, approach is adopted. This has led to the school's impressive improvement over recent years and secured pupils' high achievement and outstanding outcomes while also developing staff skills. Administrative, lunchtime and ancillary staff provide conscientious support to ensure the smooth running of the school.

The impact of the governing body continues to grow as newer members become more familiar with their roles and undertake relevant training. Governance provides challenge and support to the school and has an increasingly secure knowledge of key priorities.

The school adopts recommended good practice with regard to safeguarding. Pupils say they feel secure in school. Their parents and carers applaud the school's approach to safety. Leaders promote equality of opportunity and tackle discrimination with a high degree of success. Consequently, pupils are able to achieve their best irrespective of ability, background or need. Senior leaders pay the closest attention to the promotion of community cohesion. For example, the school's website contains an historical archive and the school works with other local schools to upgrade its Stephen Lawrence award. Pupils develop friendships through international partnerships with schools in Senegal, India and Europe. These include project work and reciprocal staff visits that provide an ever-enlarging window on the world for pupils. Close analysis of the school's local, national and global context drives these impressive initiatives.

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Most parents and carers are appreciative of the school and its leadership. They typically comment, 'This is a wonderful school; the headteacher is an inspiration'. The school works very hard to engage with parents and carers through the website, blogs, text messaging and weekly newsletters. These result in increasingly positive relationships between home and school, although a few parents and carers remain to be convinced of the school's successes and attention to the needs of their children.

Partnership work is a key strength of the school. Close collaboration with other schools and organisations enables staff and pupils at Robin Hood to learn from others and to share their skills in mutually beneficial ways.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children behave very well, share resources equably and enjoy their time in Nursery and Reception. They settle quickly due to the supportive induction arrangements planned by staff. Adults ensure that children's work and play is purposeful and engages their interest. Good quality learning environments both inside and outdoors support children's learning and development. Children's language and social skills develop well. However, planned opportunities to develop their creative skills are less frequent and so development is less successful in this area of learning. Children have plentiful opportunities to use a range of new technologies and develop confident ICT skills. Children develop an increasing understanding of healthy and safe practices. For instance, one child knew not to throw sand because, 'it gets in your eyes and hurts'.

The relatively new early years' leader has already established stronger links in the planning of activities across Nursery and Reception classes. There is a clear team approach and staff show a good understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Parents and carers particularly



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appreciate the reception blog which is an excellent source of information. Home school links are well established and parents and carers are encouraged to become increasingly involved in their children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Just over one third of parents and carers returned the inspection questionnaire. Almost all parents and carers are highly supportive of the school in all aspects of its work. They typically remark that Robin Hood primary is, 'a great school'. They are particularly appreciative of how well the school keeps their children safe and meets their children's individual needs. They value the high quality of teaching, the information they receive on their children's progress and the qualities shown by the school's leadership and management.

A very small minority of parents and carers expressed a range of negative views. There was no outright pattern to these except that a few alluded to a lack of opportunity for physical education lessons and a recent increase in staff turnover. One or two also discussed their concerns about the provision for their children with special educational needs and/or disabilities. Inspectors found that the opportunities for physical education and sport throughout the year were broadly typical of those found elsewhere. Staff turnover increased due to unforeseen staff promotions and personal circumstances. The achievement of, and provision for, pupils with special educational needs and/or disabilities is reported within the main body of this report.

## 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 363 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	62	42	33	6	5	0	0
The school keeps my child safe	78	62	47	37	1	1	0	0
My school informs me about my child's progress	53	42	68	54	4	3	1	1
My child is making enough progress at this school	70	56	47	37	6	5	3	2
The teaching is good at this school	74	59	49	39	3	2	0	0
The school helps me to support my child's learning	61	48	53	42	8	6	3	2
The school helps my child to have a healthy lifestyle	46	37	70	56	9	7	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)	53	42	56	44	4	3	3	2
The school meets my child's particular needs	60	48	59	47	3	2	3	2
The school deals effectively with unacceptable behaviour	45	36	70	56	7	6	2	2
The school takes account of my suggestions and concerns	40	32	63	50	15	12	3	2
The school is led and managed effectively	64	51	54	43	3	2	2	2
Overall, I am happy with my child's experience at this school	73	58	46	37	5	4	2	2

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 April 2011

Dear Pupils

**Inspection of Robin Hood Primary School, Wakefield, WF3 3BG**

Thank you for your friendly welcome when we inspected your school. We enjoyed listening to your views. You told us that you enjoy school very much, that 'Robin Hood is a friendly school' and that 'learning is very interesting'. You confirmed that you 'make really good progress' in your learning and that you feel safe at school.

You will be pleased that the inspectors found the same strengths as all of you. We judge Robin Hood Primary to be an outstanding school in almost every aspect of its work. Your high attainment reflects the outstanding progress you all make during your time here, including those of you who have more specific individual needs. Coupled with the excellent personal qualities you develop, you leave the school with a very strong set of skills which are so important for your future success. You are highly supportive of each other and respectful of differences and similarities between people. Your behaviour is first class.

Highly skilled teachers encourage you to do your best in every lesson. The excellent curriculum ensures you all engage very well in your learning because it is practical and interests you. There is outstanding care, guidance and support and this ensures you all feel safe in school. All of this outstanding work does not happen by chance. Your headteacher and all the adults plan very carefully to ensure you all do as well as possible.

Even an outstanding school has aspects to improve. We have asked the adults to ensure young children develop their creative skills even more when they are in the Nursery and Reception classes. That should be fun!

Congratulations to each of you on the part you have played in your school's success. We wish you the very best for the future.

Yours sincerely

Jane Hughes

Lead inspector

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