

Robin Hood Junior School

Thorncroft Road, Sutton, Surrey, SM1 1RL

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school because.

- Pupils make good progress and achieve well.
- Since the last inspection the proportion of pupils reaching the expected Level 4 or above in English and mathematics has increased significantly and is now well above the national average.
- The school has been very successful in supporting pupils whose circumstances may make them at risk of underachievement. All groups of pupils achieve well, including those eligible for the pupil premium.
- Teaching and learning are good across all year groups and an increasing proportion is outstanding. Teachers have high expectations of all pupils.
- Pupils' behaviour is outstanding, pupils are extremely polite and very welcoming. They have positive attitudes to learning and relationships are strong.
- The school has been very successful in reducing the number of pupils who are persistently absent through supporting them and their families. As a result, attendance is above average and rising.
- The headteacher and deputy headteacher are a very effective team. Their determination to focus on basic skills and improve the quality of teaching has been instrumental in raising attainment. Their ambition to make all teaching outstanding and raise achievement further is shared by the governing body, the senior leadership team and the wider school community.
- The school has improved rapidly and is well placed to continue to improve.

It is not yet an outstanding school because

- Teaching is not outstanding. In some lessons teachers do not allow pupils sufficient opportunities to discuss their work or sufficient time to answer questions.
- Marking does not impact sufficiently on pupils' progress. It does not consistently tell pupils exactly how well they are doing or what they need to do to improve their work.

Information about this inspection

- Inspectors observed 14 lessons, of which four were joint observations with the headteacher or deputy headteacher. The inspection team also visited school assemblies, the before school breakfast club, the dining hall and made a number of short, focused visits to lessons.
- Meetings were held with the school council, the Chair of the Governing Body, curriculum leaders, the headteacher and deputy headteacher and the special educational needs coordinator. Inspectors spoke informally to pupils on the playground and with parents before and after school. Inspectors also listened to pupils read and talked to them about their books.
- Inspectors took account of the 33 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ recent and current achievement, documents relating to the performance management of staff, records relating to behaviour and attendance, documents relating to safeguarding and at plans for the curriculum.

Inspection team

Robert Lovett, Lead inspector

Her Majesty’s Inspector

Olson Davis

Additional inspector

Jan Gough

Additional inspector

Full report

Information about this school

- Robin Hood Junior School is larger than the average-sized junior school.
- The proportion of pupils supported at school action is similar to that found nationally while the proportion supported at school action plus or with a statement of special educational needs is below average.
- Over a quarter of pupils are supported through the pupil premium. This proportion is higher than found nationally and is rising.
- About half of all pupils are White British with others from a wide range of ethnic and cultural backgrounds.
- The proportion of pupils who speak a first language other than English is higher than average but only a small number is in the early stages of learning English.
- The school is well above the current government floor standard, which is the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - pupils in all lessons have opportunities to discuss their learning and to work collaboratively
 - teachers do not talk too much and that pupils are able to make a full contribution to all lessons and are encouraged to ask and answer challenging questions.
- Improve the impact of the marking of pupils' work by ensuring that it is clear about how well pupils are doing and what they need to improve further. Where suggestions for improvement are made then progress against these should be commented on in later marking.

Inspection judgements

The achievement of pupils is good

- In most years the majority of pupils enter Year 3 with levels of achievement which are higher than those found nationally.
- In the most recent published tests attainment rose significantly at the end of Year 6. Attainment was significantly above average in both English and mathematics. This good performance was consolidated or improved on in 2012. Attainment in English at the end of Year 6 is likely to remain significantly above average.
- Most pupils are eager and confident readers. They are keen to talk about the books they are reading and about their favourite authors. Attainment in reading is above average.
- The most significant improvements have been in writing which was less strong in 2011 and is now a real strength.
- Previous good achievement in mathematics has been improved further. In mathematics almost all pupils reached the expected Level 4 in 2012, half reached Level 5 or above and well over one tenth reached Level 6.
- This matches the progress observed in lessons and with a scrutiny of pupils' books and other work. In most classes pupils make good progress and in some progress is outstanding. In lessons seen pupils made the best progress when they were given opportunities to be active learners, to answer and ask questions, discuss their work and use drama and role play to make their learning more exciting.
- The school has been very successful in closing the achievement gap for those groups of pupils who underachieve nationally. The extra resources available through the pupil premium have been imaginatively used and their impact rigorously tracked. As a result those pupils known to be eligible for free school meals have done as well as other pupils in reading, writing and mathematics. Their achievement is good. They do particularly well in mathematics where attainment is likely to be well above the national average for all pupils.
- Those pupils known to speak a home language other than English achieve well, particularly in writing and mathematics. Because they are well supported in classrooms, disabled pupils and those with special educational needs also achieve well and make good progress.

The quality of teaching is good

- Most teaching is good or better across all year groups, with a number of examples of outstanding teaching. The strongest teaching is in Year 6, where a high proportion of teaching is outstanding, as a result pupils make rapid progress and achieve well.
- Pupils make the most rapid progress when expectations of what they can achieve are high, and explicit. Pupils have very well developed collaborative working skills and readily cooperate in order to complete tasks and explore questions. They particularly enjoy discussing their work and playing an active part in their learning. They talk about their work in a mature and sophisticated way, as when discussing inverse number operations in relation to multiplication and division in a mathematics lesson, and how to take notes effectively in an English lesson.
- In another outstanding lesson, the teacher used role play exceptionally well to encourage pupils to empathise with a young evacuee from London escaping the dangers of the Blitz when writing a reply to a letter from home.
- This high quality practice is not consistent across all classes. In some there are insufficient opportunities for pupils to discuss their work or to collaboratively solve problems. In these lessons teachers sometimes do too much of the talking and do not allow pupils sufficient opportunities to ask and answer questions.
- Teachers generally move well between groups of pupils, offering support, guidance and encouragement and addressing misconceptions. In an outstanding English lesson the teacher provided highly effective support for pupils so that they felt hugely encouraged, eager to write more and prepared to be adventurous in their choice of vocabulary. In this

lesson there was excellent team working between the class teacher and another adult to support groups of pupils and celebrate their success. Pupils worked with sustained concentration and focus while maintaining a strong sense of the fun of learning – a difficult balance to achieve.

- Support for learning in lessons is generally good, but the quality of marking and assessment in pupils' books is inconsistent. While marking is usually very encouraging and tells pupils what they are doing well, not enough tells them how they are doing against their targets or what they need to do to improve. When teachers do tell pupils how to improve their work they do not consistently check that these suggestions have been acted on.

The behaviour and safety of pupils are outstanding

- Pupils behave outstandingly well and are very friendly, polite and welcoming. They behave exceptionally well in lessons in corridors and on the playground. Even when they have to stay inside because it is raining, pupils are sensible, mature and well-behaved.
- All staff who responded to the inspection questionnaire and almost all parents who used Parent View agree that pupils' behaviour is a strength. While there are behaviour management procedures and strategies in place almost all behaviour is regulated by the high expectations of pupils and adults.
- Pupils say they feel very safe and secure that bullying is so rare as to be unthinkable, but they are confident that if it happened it would be effectively dealt with. They are aware that there are different forms of bullying and say that the whole school community would act together to address any sort of bullying behaviour.
- They know about staying safe on-line and on mobile phones and say there are reminders every year. The school has developed a range of valuable local partnerships with the emergency services, cycling proficiency team and the Sutton Life Centre to ensure pupils are aware of issues connected to their personal safety and well-being.
- Pupils who are new to the school say they feel very welcome and quickly feel an integral part of the school community. Pupils relish opportunities to assume responsibility around the school in roles such as elected school councillors, trained peer mediators and mentors, and as members of the green team.
- Pupils have highly positive attitudes to learning.
- Attendance is above average and the number of persistent absentees is below average. This is the result of a determined drive by the school to work closely with parents and carers to ensure that as many pupils as possible benefit from the good education the school provides.

The leadership and management are outstanding

- The leadership and management of the school are outstanding. The headteacher and deputy headteacher work as a highly effective team, inspiring, enthusing and energising staff. They ensure there is a 'can do' attitude, an eagerness to improve and a willing acceptance of constructive feedback. As a result the school has improved in every area of its work since the last inspection, with a sharp focus on the quality of teaching through robust performance management.
- Middle leadership is strong. Subject leaders provide excellent leadership and support. They know where strengths and weaknesses lie and have had a significant impact on improving pupils' achievement.
- Partnerships with other schools and outside agencies are strong. The school works very well with other local schools, including secondary schools to enhance the curriculum in areas such as art, drama and science and to increase provision for its most-able pupils. The school supports the training of teachers through partnerships with two providers of teacher training.
- The local authority has provided very effective support which has been proportionate to the needs of the school. As the effectiveness of the school increases, and it becomes itself a

source of expertise, the local authority is rightly reducing the level of support it provides and tapping into the school's developing skills and experience to support others.

- The school has improved significantly since it was last inspected.
- The curriculum is rich, varied and balanced. There is very good provision for information and communication technology. Pupils are confident and highly competent users of new technologies, using electronic books to enliven their reading and quickly logging onto their own home pages to keep track of events in school and complete their homework.
- All staff who returned the inspection questionnaire agree that the school is well led and managed, with some commenting on the great commitment and teamwork of all at the school – 'it gets stronger every year'.
- The school is eager to build on its developing partnership with parents and carers, some of whom say they would welcome clearer and more frequent sharing of information.

■ **The governance of the school:**

- the governing body knows the school extremely well and is highly effective
- it has a sharp focus on pupils' achievement and makes clear links between teaching, measurable targets for how well pupils are doing and the management of performance for all staff
- professional development for staff is designed to improve the quality of teaching and learning and dovetail with the school improvement plan and its priorities.
- carefully monitors the performance of potentially vulnerable groups of pupils and readily challenges the school about the impact of resources such as the use of the pupil premium
- ensures that all statutory safeguarding requirements are complied with and that staff training is up to date.

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

Unique reference number	102984
Local authority	Sutton
Inspection number	376793

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	Mike Horsley
Headteacher	Emma Walford
Date of previous school inspection	7–8 July 2010
Telephone number	020 8642 4292
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