

Robin Hood Junior and Infant School

Pitmaston Road, Hall Green, Birmingham, B28 9PP

Inspection dates 2–3 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils achieve well. Progress in reading is particularly strong because early skills are well taught. Older pupils read widely for enjoyment and to help their learning.
- Teachers have high expectations for pupils of all abilities and match work expertly to meet their needs. This is enabling more-able pupils to reach the higher levels.
- Teachers often make excellent use of computers and other technology to extend pupils' skills and understanding.
- Pupils enjoy school very much, do their best at all times and behave extremely well. Pupils' highly positive attitudes contribute very well to their successful learning. They have an excellent awareness of how to stay safe.
- Leaders promote pupils' personal development exceptionally well and provide them with a rich and exciting range of activities.
- The school works very closely with parents, many of whom join their children for 'independence' sessions at the start of each day.

It is not yet an outstanding school because

- Leaders and governors have not yet secured teaching of a consistently outstanding quality.
- Teachers do not always keep a close enough check on pupils' understanding in lessons, or question them probingly to deepen their thinking.
- Teachers do not pay enough attention to pupils' spelling, punctuation and grammar when they mark topic work.
- There are too few opportunities for pupils to write at length in subjects other than English.

Information about this inspection

- Inspectors visited 25 lessons, eight of which were observed jointly with senior leaders.
- They held discussions with pupils, the executive headteacher and other senior leaders, teachers and members of the governing body.
- Inspectors examined a range of documents, including a summary of the school’s self-evaluation and improvement plan, policies aimed at keeping pupils safe and information relating to the managing of teachers’ performance.
- The views of 29 parents were analysed through the online questionnaire on the Parent View website. Inspectors also spoke informally to some parents to seek their views about the school.
- The views expressed by the 40 staff who returned a questionnaire were considered.

Inspection team

Keith Williams, Lead inspector	Additional Inspector
Graham Marshall	Additional Inspector
Kerin Jones	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus, or who have a statement of special educational needs is below average.
- An above-average proportion of pupils are supported by the pupil premium. In this school, this relates to those pupils who are known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is well above average, as is the proportion who speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school works in partnership with two local primary schools. The headteacher is executive headteacher of all three schools. The school is also led by an acting headteacher.
- The school hosts privately-run before- and after-school clubs, which are inspected separately.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and help pupils to make faster progress, particularly in writing, by:
 - providing teachers with more opportunities to learn from the best practice in the school
 - ensuring all teachers question pupils closely to check their understanding during lessons and to deepen their thinking
 - ensuring that pupils are helped to improve their spelling, punctuation and grammar when they write in their topic books
 - giving pupils more opportunities to write at length in subjects other than English.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with skills and aptitudes that are often well below those typical of this age. Whatever their starting points, pupils make good progress and, by the end of Year 6, attainment is broadly average.
- Children learn well in Nursery and Reception. Staff work closely with parents to provide work that builds on children's previous experience and interests. As a result of good teaching, by the end of Reception, children's attainment is closer to, but still below, the levels expected.
- Early reading skills are introduced skilfully in Nursery and Reception and built upon well in Years 1 and 2. Last year, the proportion of pupils in Year 1 reaching the expected standard in reading was above that found nationally. In Year 2, attainment in reading rose last year and was average. Older pupils enjoy reading from a wide selection of texts.
- Attainment in Year 6 is broadly average in reading, writing and mathematics. This year, more pupils are working at the higher levels than has previously been the case, a direct result of teachers providing a good level of challenge for more-able pupils.
- The proportion of pupils in Year 6 who made or exceeded the progress expected of them last year was similar to that found nationally. The picture is better this year and, across the school, most pupils make good progress, although progress is not quite so strong in writing. Staff have successfully raised the standard of writing in English lessons, but this is less evident when pupils write in other subjects. In addition, there are fewer opportunities for pupils to develop their skills by writing longer pieces in their topic work.
- Disabled pupils and those who have special educational needs achieve well. A strong emphasis is placed on promoting their self-esteem and eliminating barriers to learning. As a result, these pupils make good progress towards their targets. Teaching assistants make a strong contribution to pupils' learning and well-being. Pupils from minority ethnic backgrounds, and those learning English as an additional language, are supported capably and achieve as well as their classmates.
- Last year, in Year 6, the attainment of pupils known to be eligible for the pupil premium was lower than other pupils in the year group, about two terms behind in English and mathematics. From their starting points, these pupils made similar progress to other pupils in mathematics, but their progress in English was slower. This gap is closing for pupils currently in Year 6. This is because good use has been made of the specific funding for these pupils to provide extra support.

The quality of teaching is good

- Teaching is good, and some is outstanding. Typically, teachers cater well for the wide range of abilities in each class and the work builds well on pupils' previous learning. Harder work and challenging problems are set for more-able pupils, and this is contributing to the increased proportion of pupils reaching the higher levels.
- Much is expected of those who have difficulty learning. Well thought-out support ensures that these pupils are given the help they need, but it also gives them 'breathing space' to do things for themselves. Teaching assistants ensure that disabled pupils, those who have special

educational needs and pupils learning English as an additional language are fully included and able to make good progress.

- Mathematics is taught well because the work is presented in interesting ways, often linked to real-life situations. Pupils enjoy the opportunities teachers provide for them to set mathematical challenges for themselves and others during the independence sessions.
- Teachers often make excellent use of computers and other technology to make learning enjoyable and challenging, both in the way they use the equipment themselves and in the opportunities they provide for pupils to use it. Pupils and teachers make innovative and interesting use of blogs to share information.
- Leaders and staff have created a positive climate for learning. Lessons invariably run smoothly, so that teachers can concentrate on helping pupils to learn. Interruptions are extremely rare. Pupils are expected to work together harmoniously and they rarely disappoint.
- In the best lessons, a tight check is kept on pupils' grasp of the work and they are posed very searching questions to deepen and to challenge their understanding. In these instances, the pace of learning is very brisk and teachers modify the work skilfully in the light of pupils' answers and contributions.
- In some cases, opportunities are missed to identify and correct misunderstandings as they arise, and pupils' first answers are accepted without probing further to extend their thinking. When this happens, the pace of learning slows.
- Marking is usually good in English and mathematics, and gives pupils clear information about how they can improve their work. Work in other subjects, (usually in the form of topic work), is marked conscientiously but, sometimes, spelling, punctuation or grammatical errors go uncorrected. As a result, opportunities to improve pupils' writing in other subjects are missed. Reading is taught well throughout the school.

The behaviour and safety of pupils are outstanding

- Pupils report that they enjoy school very much. Their excellent behaviour and highly positive attitudes are significant factors in their successful learning. Pupils respond extremely well to teachers' high expectations, by taking responsibility for their learning and actions. Attendance levels are rising and are average.
- In-and-out of lessons, relationships are extremely positive. Break times are energetic and fun. Pupils of different backgrounds mix well together and there is an excellent regard for each others' safety. They appreciate the way that staff keep them safe and they have an excellent understanding of how to stay safe in different situations. Pupils have no concerns about behaviour.
- Almost all of the very few parents who completed the online questionnaire, and all of those spoken to during the inspection, say that their children are safe in school. Pupils report that bullying is extremely rare but is taken seriously by staff. They know that bullying can take different forms and they have an excellent understanding of what to do should it arise.
- The school places great emphasis on promoting pupils' independence. Parents are invited to join in with the 'independence' sessions at the start of each day, and an impressive number did so during the inspection. Staff and pupils confirm that this level of involvement is typical of the daily

sessions.

- Pupils sometimes join the school with difficulties in behaving appropriately. A combination of systematic identification of the best way forward, staff vigilance and the school's highly supportive ethos ensures that these pupils soon understand what is expected of them and their behaviour invariably improves.

The leadership and management are good

- The school evaluates teaching and learning accurately because monitoring is rigorous and wide-ranging. Under the very strong leadership of the executive headteacher, the senior team and subject leaders work closely with staff to identify and tackle areas for improvement.
- The acting headteacher keeps a close check on the information collected about pupils' progress, so that potential discrimination and underachievement are eliminated. This information has also been used well to close the gap between the performance of those pupils eligible for pupil premium funding and other pupils.
- Staff are committed to being the best they can be, but opportunities for them to learn from the expertise of other colleagues in the school are not widespread. Consequently, while teaching is good, there are still some inconsistencies, for example in teachers' marking and questioning.
- Leaders' greatest success is in the promotion of pupils' personal development. Central to this is the provision of a vibrant and innovative range of activities, which includes teaching Mandarin Chinese to Years 3 to 6. International links, including those with a school in China, are very strong.
- The school fosters pupils' spiritual, moral, social and cultural development very well. Literacy and numeracy skills are promoted well, although pupils do not have consistent opportunities to write at length in subjects other than English.
- The school works very closely with parents and carers, particularly those of disabled pupils or those who have special educational needs. Outside agencies are used well to provide expertise and help with the assessment of pupils' needs.
- The local authority has provided 'light touch' support in the past year. The partnership with two local schools is working well and the school is proud of the way it shares its expertise, including teaching, leadership and management skills.
- **The governance of the school:**
 - Governors have improved their effectiveness since the previous inspection. They are well informed about key aspects of the school's work, including pupils' progress, and are able to hold leaders to account for its performance.
 - Their improved oversight of the school's work enables governors to have a good understanding of the quality of teaching. They make clear links between the performance of teachers and the impact this has on pupils' progress, and ensure that salary progression is used appropriately to reward good teaching.
 - Governors have evaluated how well the funding for pupils eligible for the pupil premium has been used to enable those pupils to raise their attainment.
 - Systems to keep pupils safe meet national requirements, and are checked thoroughly and regularly. Staff training in child protection and first-aid is kept 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	103386
Local authority	Birmingham
Inspection number	412220

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	512
Appropriate authority	The local authority
Chair	Martin Collard
Headteacher	Richard Hunter
Date of previous school inspection	13 November 2008
Telephone number	0121 4642187
Fax number	0121 4647018
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