

# Robin Hood Primary School

Beckhampton Road, Bestwood Park, Nottingham, NG5 5NA

**Inspection dates** 5–6 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Robin Hood Primary is at the heart of the local community and highly valued by pupils, their parents and staff.
- Since the previous inspection, leaders, managers and governors have successfully tackled any weaknesses. As a result, pupils' achievement, leadership and management, and teaching have improved.
- Children get off to a good start in the Early Years Foundation Stage and from generally low starting points they make good progress during their time at school.
- Results have improved since the previous inspection. By the time pupils leave school at the end of Year 6 almost all reach standards in English and mathematics that are similar to what is expected nationally for their age. A large minority of pupils reach higher standards than this.
- Teaching is good and some is outstanding. Pupils are keen to learn and enjoy the wide range of activities in lessons. Teachers provide good guidance and advice to help pupils with ways to improve their learning.
- During the inspection pupils' behaviour in and around the school was good, and school records show that this is typical. Pupils are respectful to each other, the adults around them and visitors. They feel happy, safe and secure.
- The school is well led by the headteacher and senior leadership team. They use effective systems to enhance the quality of teaching and continually improve pupils' achievement.
- The governing body provides a good balance of support and challenge. Together with senior leaders, it is concentrating on raising the quality of teaching even further to drive whole-school improvement.

### It is not yet an outstanding school because

- The amount of outstanding teaching is not yet high. Occasionally, too little work in lessons is hard enough to challenge pupils, particularly the most able. There is not always time for pupils to find things out for themselves and deepen their learning.
- Opportunities for staff to observe outstanding practice in other schools are not yet fully developed.

## Information about this inspection

- Inspectors observed 26 lessons, of which eight were seen jointly with senior leaders.
- Meetings were held with staff, two groups of pupils and one member of the governing body. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of the 11 responses to the online questionnaire, Parent View, and the school's survey of parental views. They had conversations with parents and carers as they dropped off their children at the start of the school day. Inspectors also considered the 35 responses to the staff questionnaire.
- School documentation was examined, including the school's own data on pupils' current progress, records of governing body meetings, and records relating to teachers' performance, behaviour, attendance and safeguarding. The way disabled pupils and those who have special educational needs are catered for was also reviewed.

## Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Christopher Webb

Additional Inspector

Jean Jacyna

Additional Inspector

## Full report

### Information about this school

- Robin Hood Primary is larger than the average-sized primary school. It has two classes in each year group from Nursery to Year 6.
- More pupils come from a variety of minority ethnic or mixed heritage backgrounds than found in most primary schools. An increasing number are at an early stage of learning English in the younger age groups.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding allocated by the government for certain groups, such as pupils known to be eligible for free school meals) is well above average.
- Robin Hood Primary meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In 2013, the governors appointed an assistant headteacher, a leader for lower Key Stage 2 and two newly qualified teachers.
- There is a breakfast and after-school club managed by the governing body.

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

- Increase the amount of outstanding teaching, and in so doing accelerate progress and raise standards even further in English and mathematics, by:
  - consistently providing challenging activities throughout the whole of every lesson, particularly for the more-able pupils
  - increasing the opportunities for pupils to deepen their understanding of what they are doing, challenge ideas and find things out for themselves to further develop their learning
  - providing more opportunities for teachers to observe outstanding practice in other schools.

## Inspection judgements

### The achievement of pupils is good

- Links between school and home are good and this helps children settle quickly into routines in the Early Years Foundation Stage. Children build good relationships with each other, the adults around them and the older children. The range of activities in the classroom and outdoors encourages children to explore and find things out for themselves.
- Children come from a very wide range of pre-school experiences and enter school with skills that are below those expected for their age, particularly personal and communication skills. They make good progress, regardless of their individual starting points, especially in personal development and in reading.
- In the past, standards in English and mathematics have been below average. However, this has been firmly tackled through a systematic approach to the teaching of reading, writing and mathematics across the school. Pupils enjoy reading. Good, focused teaching in the Early Years Foundation Stage and Key Stage 1 gives pupils a secure understanding of phonics (letters and the sounds they make). As a result, pupils' progress is now speeding up and 2013 data show that they are reaching standards in reading that are in line with the national figures in the phonics screening check at the end of Year 1. The 2013 assessment results show that by the end of Year 2, standards in English and mathematics are also close to national averages.
- Since the previous inspection, the progress made throughout each year group in Key Stage 2 has improved. In 2013 Year 6 pupils' test results improved and, overall, attainment in English and mathematics was broadly in line with national averages. Pupils' achievement by the time they leave school is now consistently good. Almost all pupils make the progress expected nationally in English and mathematics, and the proportion exceeding expected progress matches the national average in reading and writing and is better in mathematics. Pupils are well prepared for the next stage of their education.
- Most pupils eligible for the pupil premium funding, disabled pupils and those who have special educational needs now make the same progress as their classmates because of timely and sharply focused help from teachers, teaching assistants and external agencies. The school uses a programme called Achievement for All to effectively support a small minority of pupils who are potentially vulnerable, and this is ensuring good progress. Boys and girls, and pupils whose first language is not English, make equally good progress.
- The most-able pupils are usually provided with the right level of challenge to help them make good progress. For example, some Year 6 pupils are taught mathematics by a teacher from a local secondary school.
- The rapid rate of pupils' progress demonstrates the success of the school in making sure that every pupil gets an equal chance to succeed while valuing differences in their backgrounds and beliefs.

### The quality of teaching is good

- Due to the senior leadership team prioritising improvements in teaching and learning through training opportunities for staff, teaching is good throughout the school and some teaching is outstanding.

- Highly effective teaching in the Early Years Foundation Stage enables children to make good progress. Accurate assessment leads adults to be able to plan appropriately for next steps in learning. As well as effective teaching of key skills, children are helped to think about what they are learning and to develop the skills of working by themselves and collaborating with others.
- Reading, writing and mathematics are taught well. In the best lessons, teachers and teaching assistants plan activities very well together to make sure pupils are given work that matches their ability and enables them to find things out for themselves. Consequently, pupils learn rapidly.
- A particularly good example was seen in a Year 6 mathematics lesson. Following a swift starter activity which demonstrated pupils' knowledge of their times tables, the teacher gave a clear introduction on how such awareness could be used to solve decimal problems. Pupils were fascinated by sharing their ideas and realising there are many different ways to reach the same answer. Pupils worked in pairs on a competitive game using dice that required one player to reduce the number by moving the decimal point in the two numbers rolled. The next problems set by the teacher were precisely matched to challenge individual abilities. Learning was made real and enjoyable as tasks were linked to real-life situations. All pupils made outstanding progress during the lesson.
- In a Year 1 lesson, pupils were encouraged to retell a traditional story which they already knew, then work in small groups to discuss and write out the sequence of scenes from the story. Adults in the class skilfully questioned the pupils to prompt them in building up a bank of vocabulary to describe the scenes. Good progress was made as pupils developed their speaking and listening and reading and writing skills.
- Occasionally, teachers miss good opportunities to deepen pupils' understanding of what they are doing, challenge their ideas and encourage them to find things out for themselves. Although teachers plan work to suit the range of pupils' abilities, tasks are not always matched precisely enough for all pupils, particularly the more-able, to reach their full potential.
- Teachers and teaching assistants are well trained to provide support for the individual learning needs of pupils who have special educational needs and those known to be eligible for pupil premium funding. They are very effective in supporting pupils who have emotional difficulties and helping these pupils to be included as fully as possible in school life.
- The marking of pupils' work is of consistently good quality, and pupils have time in lessons to correct and improve their work. The system of target setting is having a strong impact as it has helped to raise teachers' expectations of what pupils can achieve.

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

- When children join Robin Hood Primary, they learn from an early age how to value each other, the adults around them and their school community. A strong atmosphere of mutual respect, starting in the Early Years Foundation Stage and continuing throughout the school, leads to pupils feeling happy, safe and secure. This is reflected in attendance that is average and improving.
- Pupils behave well both in class and around the school, and this helps with their eagerness to learn and their care towards each other. This was reflected in conversations with pupils and their families, and from all the views expressed in the school's most recent parental survey.

- One parent expressed how much she likes the school by saying, 'I think the school is brilliant... my children love coming here.' Another told an inspector of how quickly her children have progressed since moving them here from another school. This is because of its growing reputation for promoting good personal development alongside encouraging children to reach their full potential academically. The inspectors support this view.
- Staff make sure that pupils feel safe and learn how to keep themselves safe, including when they are using computers at home and in school. Pupils say that bullying is not an issue, and school records and the views of parents reflect this. Pupils learn about different types of bullying. They are adamant that they could turn to any adult in the school if they felt unsafe, and that there are clear procedures that would deal with issues should they arise.
- The school council organises fundraising activities and contributes to school improvement. Celebrations such as Ramadan and Chinese New Year are held in the community and pupils particularly enjoy eating traditional foods from other countries. This all contributes well to pupils' spiritual, moral, social and cultural development.
- Pupils enjoy lessons in physical education and activities after school, and this encourages them to pursue sports which in turn help them to stay healthy and promote their well-being. Plans are underway to use the new national sports funding to develop teachers' skills, particularly in gymnastics and a pentathlon challenge, in order to broaden and sustain the sports activities available to pupils.
- The school provides good opportunities for pupils to develop their social skills in a safe and stimulating environment, both at the beginning and end of the school day, in the breakfast and after-school clubs.

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

- The dynamic leadership of the headteacher has instilled a renewed sense of high ambition and purpose. He and the other senior leaders have a good understanding of how to drive whole-school improvement. Effective new policies and procedures have strengthened the school's focus on both encouraging pupils' personal development and enabling them to reach their full potential academically. 'Aiming High' is one approach used by senior leaders, including governors, staff and pupils to effectively pursue this strategy.
- The headteacher has considerably strengthened the way in which teachers are accountable for their performance and does not allow staff to be rewarded unless they are successful in helping pupils to make at least good progress. The quality of teaching and the progress of pupils are regularly and accurately checked by leaders and managers, so that any concerns can be promptly addressed.
- Improvements to the quality of teaching since the previous inspection are clearly evident. Staff are well supported through training opportunities both within the school and beyond. Subject leaders gain valuable knowledge and experience through training and working with their counterparts in other schools. This guidance has meant that they are able to implement new ways of working, and to make the necessary changes and check on outcomes for pupils. As yet, staff have not had enough opportunities to help improve their teaching from observing outstanding practice beyond the school.
- The local authority has reduced its work with the school as it has improved. It now gives 'light-touch' support as it confirms the school's evaluation of its performance to be good.

- Across the school, a more creative curriculum has been developed. Topic work encourages pupils to find out things for themselves and is linked to understanding the diverse cultures within Britain and overseas. Pupils were observed working from African patterns, and using their own ideas to create print designs. They have the opportunity to learn to play musical instruments and together with 'In Harmony' have many opportunities to perform within and beyond the school. This all plays a part in pupils' good spiritual, moral, social and cultural development.
- A number of initiatives have been successful in raising attainment. For example, wide participation in physical education and sports raises their self-esteem and helps to support improvement in their academic performance. The school has not yet received the new primary school sports funding but has established a contract with a specialist sports coaching agency. It is also training Playground Activity Leaders to organise effective play sessions at lunchtime and after school, and pupils have been trained by a member of staff as sports leaders to participate with the younger children.
- The headteacher contributes to the local authority graduate teaching programme and is developing the support he gives to other local schools. The school provides induction for newly qualified teachers. The headteacher and deputy headteacher are members of a local schools alliance and contribute to special educational needs provision and assessment of pupils' progress study groups respectively. The governors confirm that this work has benefited the leadership of the school and helped to improve the quality of teaching and raise achievement at Robin Hood.
- **The governance of the school:**
  - Governors are extremely well organised and very knowledgeable about the school's strengths and areas for development. They have a good understanding of the school's performance in the national context by comparing data. They gain first-hand information by undertaking 'learning walks' in the school. They have had training, for example in data analysis, safeguarding and finance. This means they are able to challenge leaders effectively about, for example, pupils' progress and have been rigorous in consistently monitoring any underperformance. The governing body evaluates how well it is doing by reviewing its own development plan. Governors have been very supportive during the transition to new leadership, and this has helped to gain the confidence of parents. Governors carry out their statutory duties very diligently, making sure that the headteacher's performance is rigorously assessed through annual objectives and that arrangements for safeguarding meet all current national requirements. Governors have a good awareness of the quality of teaching across the school, how staff performance is managed and how this is aligned to pay rises and promotion. Governors manage the budget effectively. They are aware of how the pupil premium is being used and the impact it is having, and they carefully monitor the school's finances.

## 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>	131007
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	428799

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>	476
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Hutchby
<b>Headteacher</b>	Andrew Sharp
<b>Date of previous school inspection</b>	7 February 2013
<b>Telephone number</b>	0115 915 3982
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