

# Robinsfield Infant School

Ordnance Hill, London, NW8 6PPX

**Inspection dates** 13–14 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and senior leaders have made sure that pupils continue to make good progress across the school so their achievement is good.
- Teaching is consistently good in all year groups. Teachers know the pupils well and check frequently how well they understand what they are learning. Teachers use this information well to tailor what pupils are to learn.
- Pupils from all groups make good progress from their starting points.
- The Early Years Foundation Stage is good. It gives children a good start to their educational journey, whether they start in the Nursery or Reception.
- The behaviour of pupils is good because they get along well, they cooperate when working together and they are kind to one another around the school.
- Pupils feel safe at school and are taught how they can help to keep themselves safe, or what to do if they are worried about anything.
- Governors make sure they gather a wide range of evidence to check how well the school is doing. They support and challenge senior leaders well.
- Together with senior leaders, governors make sure that all the statutory requirements are met, including those to keep pupils safe.

### It is not yet an outstanding school because

- The achievement of pupils is not outstanding. Their progress is not always as rapid as it could be, particularly in mathematics. Pupils do not always have enough opportunities to respond to the comments teachers make in their books.
- Teaching is not outstanding. Teachers do not always ensure that the most able pupils work as hard as they could. Occasionally teachers do not ensure that learning moves on quickly and pupils understand what they are doing.
- Behaviour is not outstanding because there are times when pupils rely too much on teachers to tell them how they could improve their own work or wait for them to remind them about the next stage in the tasks they are doing.
- Middle leaders are not yet as effective as senior leaders in making sure that teaching within their areas is the very best it can be and that the progress of pupils is rapid.

## Information about this inspection

- The two inspectors spent the majority of their time in lessons, looking at the work pupils were doing, and talking to them about their learning. About a third of these observations were done together with senior leaders from the school.
- Inspectors reviewed the wide range of documents provided by the school and discussed with senior leaders how they use these to check the quality of teaching and identify issues the school need to focus on. These documents included: teachers’ records about the progress pupils are making; senior leaders’ checks on how well particular support is proving; checks on the quality of work pupils are doing and the quality of teaching; minutes from meetings; the school’s plans for tackling issues; and records of the work of the governing body.
- Inspectors looked at the school’s policies and procedures, including those about keeping pupils safe.
- The inspectors held meetings with pupils to find out their views, as well as with leaders across the school, with governors, and with a representative from the local authority.
- The inspectors reviewed 33 responses to the online survey for Ofsted, Parent View, as well as correspondence received from parents. Inspectors also spoke to parents informally before school. The responses to a survey for staff working at the school were also considered.
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## Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Christine Alexander

Additional Inspector

## Full report

### Information about this school

- This school is of average size, and includes two classes in each year group. There is also a Nursery class where children attend in the mornings only. Children in the Reception class attend full time.
- The great majority of pupils are from a wide range of ethnic groups. The largest groups are White British and any other White background. A very wide range of languages are spoken. About a third of pupils speak English as their first language. Some pupils speak a number of languages.
- The proportion of disabled pupils and those with special educational needs is average.
- The proportion of disadvantaged pupils who benefit from additional support through the pupil premium is average. This funding is provided by the government to increase the attainment and progress of pupils who have been eligible for free school meals, or children looked after by the local authority.

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

- Further raise achievement so more pupils reach the highest standards in mathematics, by:
  - moving learning on more quickly for pupils who have understood it and helping those who are not yet confident in managing their tasks
  - ensuring most able pupils work and think hard.
- Share the very best practice so that more teaching is outstanding, by:
  - ensuring middle leaders take further responsibility for the quality of teaching within their areas of responsibility
  - making sure pupils respond to the high quality comments teachers make about their work further developing pupils' determination to work out for themselves how they can improve their work or what they need to do next.

## Inspection judgements

### The leadership and management are good

- The headteacher and senior leaders have a well-developed and ambitious vision for the school and have ensured that improvements have continued since the previous inspection. Standards have been maintained and teaching is consistently good, because senior leaders provide clear guidance on what is expected from teachers and pupils.
- Together with leaders across the school, the headteacher has made sure everyone reflects on their practice. As a result, teachers think about how they can improve their teaching and enjoy sharing ideas about how to make learning even more effective. There is a strong sense of teamwork.
- Although some middle leaders are new to their roles, they are well supported and trained so that they understand their roles and responsibilities. They are increasingly involved in checking the quality of teaching within their areas. However, the limited time they have had in their roles mean that they have not yet been able to drive the quality of teaching to become outstanding.
- There is a consistent approach which is used by adults to manage pupils' behaviour and encourage positive contributions to learning. There is a strong emphasis on giving pupils opportunities to reflect on their learning and the world around them. There are also good opportunities to think about the wide range of different heritages represented in the school, and to celebrate many different festivals. These mean the spiritual, moral, social and cultural development of pupils is well provided for and promote good relations and understanding between pupils from different backgrounds.
- Pupils like being at school and attendance has improved considerably. Senior leaders and teachers have made sure all parents and pupils are aware of the importance of arriving at school punctually. Attendance was previously below average, and a higher proportion than usual were too frequently away from school. This is now slightly above average and almost all pupils attend regularly.
- The additional funding, the pupil premium, is used well to make sure that disadvantaged pupils make up ground compared to other pupils in the school. Together with the school's efforts to give all groups of pupils a wide range of sporting and artistic opportunities, this means that equality is promoted and discrimination is tackled.
- The broad and balanced curriculum is thoughtfully focused around themes which are interesting to the pupils. Leaders across the school work to ensure that this gives pupils appropriate occasions to develop their knowledge and skills. It also helps them understand life in modern Britain, and their role within this. For example, they help others in the community around them and raise money for a range of charities. They also have opportunities to plan budgets and learn about managing money.
- The extra funding the school receives to promote sports and physical education is used well. It provides specialist sports coaching, which is highly effective. It also enthuses teachers and develops their confidence. The impact is evident in pupils' enjoyment of this aspect of their learning.
- Together with the governors, senior leaders make sure that all the necessary requirements for keeping pupils safe are in place and are reviewed regularly. Policies and procedures are communicated appropriately and are understood by the adults working in the school. Attendance is monitored closely and followed up where necessary.
- The local authority provides a light touch of support, helping the school to maintain an accurate view of what data show about how well pupils are learning. The school has sought additional support where they have thought it helpful. The headteacher and deputy headteacher provide support for other schools, helping them to develop leadership skills, to evaluate data and to develop children's communication and language skills at an early age.
- **The governance of the school:**
  - Governors are well informed about the performance of the school because the senior leaders provide them with a clear summary of what data show about how well pupils are doing. Governors go further, to check that this fits well with other evidence, including their own discussions with pupils and parents.
  - Governors also know what is done to tackle underperformance. They consider evidence about the quality of teaching and take this into account when they consider how pay is allocated, to encourage and reward the best teaching.
  - Governors consider carefully evidence about how effective the pupil premium has been in promoting the best attainment and progress for the pupils who are eligible for this additional support.
  - They make sure that all statutory requirements are met, and that follow guidelines about appointing new staff, so that the adults working with pupils are safe to do so.

- The governors keep a close check on how the finances of the school are used. They ensure that the funding available gives pupils the best opportunities and provides value for money.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good because they like the work teachers prepare for them, and the themes they study are exciting.
- Pupils are supportive of one another and are courteous and polite around the school. Those who are new to the school are made very welcome. Pupils appreciate the opportunities they have, particularly to produce exceptional artwork, or to do physical education, both of which are favourites for many pupils.
- Pupils understand clearly the way behaviour is managed and what the 'code of conduct' is. The school's approach to this demonstrates the high expectations adults have of the pupils. There is a strong emphasis on making good choices and learning from mistakes.
- Pupils keep their work neat and tidy and, when given the chance, they like making improvements to their work. However, they do not get enough opportunities to do this, or to think for themselves on what they could improve. Occasionally, when they finish a piece of work, they wait for the adults around them to decide what they should work on next and are not as well focused on their learning as they could be.

### Safety

- The school's work to keep pupils safe and secure is good because leaders make sure all the appropriate training is undertaken by adults and pupils are taught how to stay safe. The views of the pupils are taken into account when considering safety matters.
- Pupils feel safe because they know they can talk to an adult if they are worried. They feel confident that anything they raise will be taken seriously and any incidents will be dealt with. Consequently, they say that bullying is very rare. If it did happen, they say it would be sorted out quickly. They are also taught how to stay safe when walking to or from school, and they know what they should or should not do when using the computers.

All parents who responded to the online survey agreed that their children feel safe. The school has made sure that the environment helps pupils to feel secure.

## The quality of teaching is good

- Teachers understand the needs of the pupils well. Most of the time, they make sure that they plan work which is hard enough for most pupils, although there are occasions when the most able could be challenged with even harder work.
- Adults across the school make sure they model good communication, and work hard to ensure that they teach the linking of letters and the sounds they make (phonics) consistently. This helps pupils to become confident readers who enjoy a wide range of books. The school gives extra support to pupils who are learning English as an additional language and this ensures these pupils quickly feel at home in the school and able to participate in the learning.
- Teachers give pupils lots of feedback during lessons so they know how to improve their work. They also follow the school's policy about marking books. However, not all teachers give pupils enough time or encouragement to make the changes they have suggested. This means pupils do not make the most of these opportunities to improve their work and understanding. Occasionally, adults can provide pupils with answers too quickly and this does not help pupils to work things out for themselves.
- Middle leaders provide good examples of what is expected of teachers, although they are not yet fully effective in making sure that the best practice is disseminated. They have developed plans to keep bringing about improvements in literacy, reading and mathematics. These plans are now being put into action but are not yet as well advanced for mathematics.
- Teaching assistants play an important role in supporting pupils. They often contribute very well to the teaching, by asking questions, making suggestions or clarifying pupils' understanding. Where adults support particular pupils, they understand the needs of these pupils particularly well and make sure they are able to participate fully in lessons.

Teachers have good opportunities to plan together, and to see other teachers in action so that they can

observe different approaches to teaching particular aspects. They appreciate the opportunities for training, and there is a strong sense of teamwork.

### **The achievement of pupils** is good

- Pupils make good progress in reading, writing and mathematics from their starting points, although progress in mathematics is not quite as strong because fewer pupils reach the very highest standards. Standards have remained slightly above average.
- Slightly more pupils than average reach the very highest standards in reading and writing at the end of Year 2, but not quite as high a proportion do so in mathematics.
- The most able pupils enjoy the occasional opportunities they are given to do work which is substantially harder, but this is not always provided. At times, their progress is not as rapid as it could be.
- Disabled pupils and those with special educational needs make good progress because they are well supported and the school caters carefully for their individual needs. They make up ground and develop their confidence, particularly in reading, writing, speech and language.
- Disadvantaged pupils make at least as good progress as other pupils in the school, and reach standards which are in line with them. There is very little, difference in their standards, at the end of Year 2. Their achievement is in line with other pupils nationally.
- Pupils who speak English as an additional language make at least good progress. Some who join the school initially speaking little or no English make exceptionally rapid progress because of the support they get from adults and other pupils, in learning new words and phrases.

### **The early years provision** is good

- The Early Years Foundation Stage is well led. Adults working with these children understand their needs. Interesting activities are planned, and children can access these inside or outside. Adults make close observations of what children are learning, and collect these together to keep track of how well they are developing the knowledge and skills they need. Teaching is effective.
- The school makes sure that parents have good quality of information about this stage of learning and they help parents support their children's learning well.
- Much of the focus in the Nursery is about developing children's social and communication skills. This also helps them to get along with one another and play cooperatively. Throughout the Early Years Foundation Stage, behaviour is good because children understand what is expected of them and they enjoy what they do.
- Many children join the Nursery with knowledge and skills which are below those that are expected for their age. They make good progress, which accelerates further in Reception, so that by the end of Reception, their knowledge and skills are in line with those typical for their age. By the end of Reception, children are ready and eager for learning in Year 1.
- Teachers and leaders in the Early Years Foundation Stage make sure that appropriate policies and procedures are in place to keep children safe, and they are well trained to understand their responsibilities towards this.

## 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>	101117
<b>Local authority</b>	Westminster
<b>Inspection number</b>	443796

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicola Bustin
<b>Headteacher</b>	Naomi Leaver
<b>Date of previous school inspection</b>	28–29 March 2011
<b>Telephone number</b>	020 7641 5019
<b>Email address</b>	<a href="mailto:office@robinsfieldinfant.co.uk">office@robinsfieldinfant.co.uk</a>



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