

Inspection of Robin Hood Infants' School

Robin Hood Lane, Sutton, Surrey SM1 2SF

Inspection dates: 23 to 25 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Outstanding
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This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

This is a happy school where pupils are encouraged to be confident and creative learners. Pupils build positive relationships with each other and adults alike. Leaders make safety a priority. They understand the needs of the community, and as a result, pupils are safe and well looked after.

Leaders plan exciting activities to enhance pupils' learning experiences. Pupils in Year 2, for instance, spent a day experiencing life in a medieval castle and even made butter. Year 1 pupils visited a church to bring to life their learning about places of worship.

Kindness is the bedrock of school life. The school council created a 'kindness charter', which is displayed throughout the school. The 'People Powers' set out what is expected of all. Pupils are encouraged to be strong communicators and resilient to challenge, while aiming high and making memories that last.

Pupils know what is expected of their behaviour and conduct. They rise to these expectations and use assertive strategies to solve any problems that may arise with their peers. Pupils know what bullying is, but say that it rarely happens. All pupils are confident to raise any concerns with an adult, who will deal with the problem appropriately.

What does the school do well and what does it need to do better?

Leaders have put in place an ambitious curriculum that helps pupils learn logically. In art, for example, children in Reception learn about colour mixing by using black, white and primary colours. They then use this knowledge to create skin tones while painting self-portraits. Leaders use the national curriculum as the starting point for all subject areas and then make enhancements. In physical education, for instance, pupils learn yoga in addition to mastering basic movements and participating in team games.

Subject leaders consider how the curriculum is adapted for pupils with special educational needs and/or disabilities (SEND). Pupils with education, health and care plans are well supported. However, some support staff are not always clear about the key learning that is planned for other pupils with SEND. This means that they sometimes miss opportunities to help these pupils remember key vocabulary and knowledge.

Leaders introduced a new phonics programme in September 2021. All staff are trained to teach this new approach. Children learn to read from the very beginning of Reception Year. All pupils learn to read with books that closely match the sounds they know. If pupils fall behind, teachers are quick to spot this and provide catch-up lessons.

Teachers use a range of techniques to check that pupils are learning the curriculum. Most adults use appropriate questioning to check understanding and extend learning. Sometimes, opportunities are missed to identify pupils who are already secure in their knowledge. This means that the challenge offered can be less effective.

Pupils take part in a range of clubs, including those for singing, sports and gardening. These are generally oversubscribed. In lessons, pupils learn about democracy through events such as voting for a pupil to be 'headteacher' for the day. Other opportunities for pupils to lead include helping in the playground or standing for the school council. Pupils are taught to appreciate and celebrate difference. They learn about different faiths and beliefs through assemblies and religious education lessons. Leaders have recently overhauled the school library and made sure that books reflect the diversity of the community.

Pupils generally have positive attitudes towards their education. Any low-level disruption in lessons is dealt with swiftly, so learning is not affected. Most staff have high expectations of learning behaviour and pupils meet these. However, in a small number of cases, expectations are lower and pupils engage less effectively with the lesson.

Leaders regularly check and evaluate how well the curriculum is taught. They identify where staff may need further training or development. However, the pandemic has meant that some subject leaders have not been able to monitor their specific curriculum areas as intended. This has led to some inconsistencies in sequencing learning and delivering the curriculum. For example, curriculum adaptations for a small number of pupils with SEND have not been specifically checked.

Governors visit regularly and check that what they are told in meetings is actually happening. They perform their statutory duties well. They are acutely aware of the school's strengths and weaknesses, particularly with respect to curriculum development and provision for pupils with SEND.

All staff responded positively when asked about their workload and well-being. They appreciate the efforts leaders make to provide support. One member of staff commented in the staff survey, 'The team-building exercise allowed for a deeper look at workload and communication and the response has changed some policies like when we are expected to respond to emails. It was a productive session and showed we were valued.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the community well. They understand the specific risks their pupils and families face. They make sure that all staff recognise the signs that might

suggest a pupil is at risk of harm. Leaders regularly communicate safeguarding updates to the whole school.

All staff know how to raise concerns. Leaders provide pastoral support and liaise appropriately with external agencies to get pupils the help they need.

Governors check safer recruitment processes every term.

Pupils learn about keeping safe. This includes knowing the difference between good and bad secrets, and that someone will always help if you speak up.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of cases, pupils with SEND do not always have the curriculum effectively adapted for their needs. This means that they are not remembering and knowing more of the intended curriculum. Leaders should ensure that all staff support and adapt learning for all pupils, particularly those with SEND, so they achieve the best possible outcomes.
- Some subject leaders are new to the role. Others have been negatively impacted by the pandemic and have not had the opportunity to check how well their subject is taught. This means that there are some minor inconsistencies in how subjects are planned and delivered. Leaders should ensure that all areas of the curriculum are coherently planned, sequenced and delivered.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102981
Local authority	Sutton
Inspection number	10204494
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair of governing body	Victoria Barlow
Headteacher	Mel Bracey
Website	www.twn-rhi.org.uk
Date of previous inspection	13 September 2007, under section 5 of the Education Act 2005

Information about this school

- The current headteacher took up post in January 2021.
- The school is in a hard federation with Thomas Wall Nursery School. They share the same site, and children in early years from the two schools mix through the outside area.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, other senior leaders and subject leaders.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and art and design. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the designated safeguarding lead, looked at records and scrutinised the school's safeguarding practice.
- Inspectors observed pupils' behaviour throughout the school day and spoke to staff about pupils' personal development. They also held discussions with several groups of pupils about their views of their school.
- Inspectors considered the views of parents and carers and staff through their respective Ofsted surveys.

Inspection team

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