

Inspection of Robinswood Primary Academy

Underhill Road, Matson, Gloucester, Gloucestershire GL4 6HE

Inspection dates: 22 and 23 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils enjoy school. They attend regularly. The school code 'Be kind, be honest, be responsible, be respectful' is the bedrock of the expectations that staff have. These four phrases underpin the school's approach to managing pupils' behaviour. Pupils know and understand them.

Around the school, most pupils show respect and consideration for each other. Pupils say that bullying is rare. They know that leaders have made a difference in the past two years. If bullying occurs, staff deal with it swiftly. Pupils are safe and feel safe.

Every pupil participates in forest school so that exploration can take place in the school grounds. Staff have received relevant training, which means that pupils learn how to take safe risks when climbing and balancing.

Leaders want to inspire pupils so they know of the opportunities they might take in the future. For example, there is an annual careers fair. Staff have made links with local and international companies. Pupils participate in cultural activities, such as filmmaking with a local community group or enjoying a concert with the multi-storey orchestra in a city car park.

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

School leaders are relentless in their desire to improve the lives of pupils through a purposeful education. Their expectations are high and everyone, staff and pupils alike, contributes to them. Leaders' actions, and modelling of behaviours, have captured the right responses. The school is harmonious and everyone is striving to provide, or receive, a better education.

Leaders have put an ambitious curriculum in place. There has been a focus on the core subjects. As a result, pupils have a deeper understanding of mathematics and science. Pupils' fluency in mathematics is becoming stronger. Staff understand how to use resources effectively to help pupils calculate. However, there are still too many pupils who do not apply their knowledge when reasoning and problem-solving.

Writing is a major focus. Pupils are now more confident in their spelling and grammar. They make a concerted effort with their handwriting from Reception onwards. Some children in Reception are already writing simple sentences independently. Older pupils show pride in their work. Teachers check pupils' work diligently so that there are no misconceptions.

Reading is a priority in the school. Children in Reception learn phonics as soon as they begin at the school. Children know their initial sounds and staff match books to the sounds they know. Weaker readers and those pupils who speak English as an additional language read fluently. Leaders have chosen texts carefully so that pupils read both modern and classic fiction, as well as factual books. They enjoy their own

reading as well as listening to teachers read to them. This is a daily occurrence. Teachers find different ways to help pupils to comprehend more difficult language, such as through drama.

The curriculum is broad and balanced. Pupils enjoy a full range of subjects. Subject leaders understand what pupils need to know and when. Teachers assess pupils' understanding frequently. However, the use of assessment to check what pupils have remembered over time in foundation subjects is not yet fully in place.

In most lessons, pupils behave well and there is no disruption to learning. Where the quality of learning is less secure, staff do not manage behaviour as effectively. Leaders support staff and regularly train them. They focus on the importance of routines that pupils can understand.

Several pupils arrive in-year. Many have special educational needs and/or disabilities (SEND). Others speak English as an additional language. Well-understood routines help these pupils to settle. Staff identify pupils' needs quickly. Teachers adapt learning effectively so that pupils with SEND learn well. In key stage 2, most pupils with SEND progress through the curriculum as well as their peers.

Pupils' personal development is a vital part of the school's work. Pastoral support for pupils and families is a strength of the school. Leaders have strong relationships with parents and carers who share concerns promptly. The personal, social, health and economic curriculum supports pupils successfully from pre-school to Year 6. Pupils flourish in their understanding of the world around them. They learn about healthy eating and the importance of physical and mental well-being. Pupils' understanding of age-appropriate relationships and changes to their bodies is secure.

Trust leaders hold school leaders to account. They challenge and support them in a balanced way. School improvement processes have developed over time. Appointments of new staff and trustees provide the capacity needed to support this. These changes have been an integral part of the school's transformation.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training that enables them to identify any pupils who may need help, and they take suitable action. Equally, pupils feel confident about sharing concerns with a trusted adult in school.

Safeguarding leaders work effectively with professionals and external agencies to provide the best support for individuals and families to protect those at risk of harm.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Behaviour expectations are mostly understood and applied fairly. However, where the quality of learning is less secure, behaviour is more disruptive. In these cases, staff are not applying the behaviour systems consistently. Leaders should ensure they check that there is consistency in the application of agreed policies.
- The use of assessment for many foundation subjects is not yet fully in place. As a result, gaps in pupils' learning over time are not known. Leaders need to ensure that teachers' use of assessment identifies gaps in pupils' understanding.

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.

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	136528
Local authority	Gloucestershire
Inspection number	10214195
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	Board of trustees
Chair of trust	Richard Sloan
Headteacher	Alison Walker
Website	www.robinswood.academy
Date of previous inspection	30 November and 1 December 2021, under section 8 of the Education Act 2005

Information about this school

- A new chair of trustees was appointed in September 2022.
- A new trust school improvement partner was appointed in September 2022.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Inspectors met with the chief executive officer, the school improvement partner from the trust, the headteacher, senior leaders, staff and pupils. Inspectors had a telephone call with the chair of the school's standard committee and an education consultant employed by the trust.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, computing and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the single central record and discussed case studies of vulnerable pupils with the designated safeguarding lead. They spoke to staff and pupils about the training and education they had received about keeping safe.
- Inspectors took account of the Ofsted questionnaire, Ofsted Parent View, and the results of the staff questionnaire.

Inspection team

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