

# INSPECTION REPORT

## **ROBIN HOOD PRIMARY SCHOOL**

Kingston Vale, London

LEA area: Royal Borough of Kingston upon  
Thames

Unique reference number: 102573

Headteacher: Mr Jeff Lloyd

Reporting inspector: Mr Douglas Hayward  
21234

Dates of inspection: 20<sup>th</sup> – 21<sup>st</sup> November 2000

Inspection number: 224434

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and Junior

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Bowness Crescent  
Kingston Vale  
London

Postcode: SW15 3QL

Telephone number: 0208 546 7388

Fax number: 0208 547 1692

Appropriate authority: Governing body

Name of chair of governors: Mrs Mari Davies

Date of previous inspection: July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Douglas Hayward 21234	Registered inspector
Peter Dannheisser 1165	Lay inspector
Gillian Beardsley 24675	Team inspector

The inspection contractor was:

Full Circle Inspections  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Robin Hood Primary School is an average sized primary school situated in the quiet, residential area of Kingston Vale, London. The school is rather unusual because very few of its pupils live in the immediate area. Most of them come from a wide catchment area, ranging from New Malden in the south to Wandsworth in the north. The pupils come from a wide variety of ethnic and social backgrounds. Twenty five per cent of them have English as an additional language, which is high, and 20 different languages are spoken. The attainment of most children on entry to the nursery is below that in many other schools in Kingston, and lower than expected nationally for children of this age, especially in reading and writing.

A new nursery was opened in 1999. Children are admitted to the nursery on a part-time basis after their third birthday and then full time to the reception class. During the inspection there were 33 children attending the nursery on a part-time basis and 28 children in the reception class, of whom 21 were full time. Many pupils join and leave the school during the course of the school year. Last year 65 pupils joined and 52 left at times other than the start and end of school terms. The number of pupils on the school's register of special educational needs (21 per cent) is higher than the national average. The percentage of pupils who are eligible for free school meals (seven per cent) is below the national average. However, the local education authority does not provide cooked school meals and the number of pupils who choose to have sandwiches provided by the education authority is very low.

### **HOW GOOD THE SCHOOL IS**

**Robin Hood Primary School is a good school. It supports and cares for its pupils very well, resulting in mature, responsible and happy learners. It provides a good quality of education and good value for money.**

#### **What the school does well**

- It helps all pupils, including those with special educational needs and English as an additional language, to make good progress and attain high standards in English and mathematics by the time they are 11 years of age.
- It provides good standards of teaching. Teachers work well as a team and have high expectations of what pupils can achieve. There are very good relationships between teachers and pupils.
- It provides a very good ethos. It emphasises the importance of caring for each other and helps pupils to become very confident and responsible learners.
- The headteacher provides strong leadership and is well supported by staff and governors.
- Everyone works hard to provide a stimulating place in which to learn.

#### **What could be improved**

- Recognition of cultural diversity through better provision of literature, resources and pupils' home languages.
- The quality of pupils' individual education plans.
- The school's arrangements for setting homework.
- Monitoring the quality of teaching.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996, when it was judged to provide sound value for money. Standards attained by 11 year old pupils since then have improved in many areas, and especially in English and mathematics. National test results for seven year olds in reading, writing and mathematics have remained very much the same since 1997. Strengths identified in that inspection still remain; for example, the support provided for pupils with special educational needs and English as an additional language, and the good behaviour of the pupils and the very strong school ethos. The quality of teaching has improved significantly. In the previous inspection 12 per cent of teaching was unsatisfactory. In this inspection there was no unsatisfactory teaching and over three times as much teaching was very good compared with the previous inspection. The school has addressed all the key issues from the previous report, provides better value for money and is well placed to improve even further.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	A	B	C
mathematics	A	A	B	C
science	D	C	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the last two years the school has achieved standards that are above, or well above, the national average in English and mathematics. They are also above the Kingston average in English and mathematics. Since 1996 there has been a steady trend of improvement in English and mathematics. Comparisons with similar schools are based on the number of pupils entitled to free school meals. The number in this school is quite low because there are no cooked meals at lunchtime. Consequently, very few parents choose to claim the sandwich meals provided. The comparison does not take into account the school's special circumstances; for example, the number of pupils with English as an additional language or the large number of pupils who join and leave the school during the year. OFSTED has recently started to make comparisons based on pupils' *'prior attainment'*. That is, the amount of progress made by pupils by comparing their current results with the results they attained in the past. At Robin Hood, pupils' results compared to those in similar schools but based on *'prior attainment'* are well above average in English and mathematics and average in science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all parents say their children like coming to school. 'The school is good to be in. It's fun and you can't get bored!' are the comments pupils make. They are very interested in their work, join in very well in lessons and assemblies and listen very carefully to what teachers say. They are proud of their school.
Behaviour, in and out of classrooms	Pupils are very well behaved in lessons and around the school. They are well mannered and polite and helpful to visitors.
Personal development and relationships	A strength of the school. Pupils work very well together and grow up to be mature and reliable. They enjoy taking responsibility and support each other very well. The relationships between adults and pupils are very good. Pupils look after their school, resources and each other very well.
Attendance	In line with most other primary schools. Because the school is a long way from many pupils' homes there is frequent lateness, although the school has worked hard to improve this.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the inspection no unsatisfactory teaching was observed. In fact, three quarters of lessons were at least good and a quarter were very good, and occasionally excellent. Good teaching is found throughout the school. Far more good and very good lessons were observed in this inspection than in the previous inspection. The teaching of literacy and numeracy is consistently good and has a significant impact on the attainment of pupils of all abilities. Teachers have high expectations of what pupils can achieve and do their best to make lessons interesting and challenging. Work is planned very well for all abilities. Teachers ensure that there is good behaviour in their classrooms.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school correctly stresses the importance of English and mathematics. Pupils also have good opportunities to study a wide range of other subjects, such as history, art and music. Computers are being used more and more to help pupils learn. They are used very well for word-processing and in numeracy lessons.



Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. A specialist teacher provides good support and work is carefully planned for them in classes. Their targets for improvement in their individual education plans are not always clearly focused.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language make good progress and attain standards in line with those of other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral and social development and this is a strength of its work. The school works hard to develop a high level of tolerance, respect and understanding. Pupils have a clear sense of right and wrong and take their responsibilities seriously. The school's excellent links with Kingston University have a positive impact on pupils' work in physical education and information technology. Visitors to the school and visits to places of interest help to develop pupils' cultural awareness. There are too few planned opportunities to develop a deeper awareness of the traditions of different cultures.
How well the school cares for its pupils	Very well. The school provides very good support for all pupils, and especially for the large number of pupils who join the school during the year from other schools and different countries. It has good systems for monitoring pupils' academic achievement, but does not follow up pupils' absences thoroughly enough.

All areas of the school's curriculum meet statutory requirements. As well as providing opportunities for pupils to study different aspects of English and mathematics it also provides interesting experiences in other subjects. For example, pupils recently visited Wimbledon theatre to see a performance of 'Oliver!' in connection with their Victorian topic. All pupils have a weekly music lesson taken by a specialist musician. Pupils often visit Kingston University for specialist lessons in physical education and to use the information technology rooms.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Strong leadership by the headteacher and key staff has helped to create an effective and successful school, where pupils are keen to learn. The headteacher has a clear idea of how he wants the school to improve still further.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities and support the school. They are not fully involved in monitoring the standards of pupils' work.
The school's evaluation of its performance	The school has successfully looked at ways in which it could improve since the last inspection. It has a clear understanding of its strengths and where improvements can be made.

The strategic use of resources	The school has made good use of limited funds to provide good staffing levels. Money has been spent well on improving the interior and exterior appearance of the school. It is now in the position to allocate increased funding to renewing resources, such as books and equipment. The school uses its budget well to provide a good standard of education.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-one parents (26 per cent) returned their questionnaires and seven parents attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They say their children like school.</li> <li>• Almost all say that the teaching is good</li> <li>• They say that the school is well led and managed.</li> <li>• They say that pupils attain high standards in national tests when they are 11 years of age.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel they are not well enough informed about how their children are getting on.</li> <li>• They would like to see the school working more closely with parents.</li> <li>• They feel there are not enough out-of-school activities.</li> <li>• They say that the amount of homework the school sets is not right.</li> </ul>

The inspection team agrees with parents' positive comments. Although some parents feel that they are not well enough informed they did not indicate where they felt there were weaknesses. There are three parent-teacher consultations each year. The school has recently introduced new end-of-year report forms and several parents were involved in designing them. The headteacher sets aside a regular time each week to see parents who might have a complaint. Hardly any parents take advantage of this to discuss things that might concern them. There are now after-school activities every night, although the school does not organise girls' competitive teams. The school's arrangements for setting homework are not satisfactory. However, it is planning to introduce a new homework policy setting out how much homework should be set and how parents can best help their children.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**It helps all pupils, including those with special educational needs and English as an additional language, to make good progress and attain high standards in English and mathematics by the time they are 11 years of age.**

1. At the end of Key Stage 1, the results of the 2000 national tests in reading, writing and mathematics were well below the national average. Compared with those in similar schools the results at Robin Hood were very low. The test results for 2000 at the end of Key Stage 1 show very little change over the last three years.
2. In the 2000 tests at the end of Key Stage 2, pupils achieved results that were above average in English and mathematics. Their results were also above the Kingston average and average compared to those in similar schools in English and mathematics. Comparisons between school's results can now also be made on pupils' *'prior attainment'*. That is, the amount of progress made by pupils by comparing their current results with their attainment when they were younger. Many schools refer to this eventual progress, in relation to what pupils could do when they started school, as *'value added'*. Using the *'prior attainment'* system of comparison, results at Robin Hood are well above average in English and mathematics. This indicates that Robin Hood has been very influential in furthering the pupils' progress by the time they leave at 11 years of age.
3. The school's results at the end of Key Stage 2 are all the more commendable when considering the attainment of children when they first start school. Many enter school with little knowledge of books and letter sounds. They have had little mathematical experience, such as counting small numbers and recognising shapes. When children start in the reception class they are given simple tests, called *'baseline tests'*, to assess how much they already know about areas like literacy and numeracy. These tests show that children starting school at Robin Hood score much lower than children in most other schools in Kingston and are below national standards expected of children at this age. Many children starting school also have English as an additional language and some of those are at a very early stage of learning English. Thus, progress for many children in learning basic skills is slow. The school also recognises that it has not used assessment data thoroughly enough in the past to ensure that targets are set to improve attainment, particularly for boys.
4. During the inspection, however, pupils in Year 2 were working at the level expected of pupils at this age nationally in literacy and numeracy and have made good progress. For example, in reading, pupils of all abilities are enthusiastic about books and use good strategies that enable them to read with enjoyment. Higher attaining pupils use their good knowledge of sounds to tackle new words, such as *'scent'*, by remembering that the letter *'c'* is not always sounded in words. Lower attaining pupils are building a good range of words that they recognise by sight and use pictures in the books well to give them clues about unfamiliar words. They are familiar with non-fiction books and can locate the contents and index pages. In their writing, pupils are able to complete sentences about the properties of different shapes and they enjoy writing vivid descriptions in their poems about their *'Bonfire Night'* experiences, including some punctuation. For example:  
*'Did you hear a Catherine wheel  
Go crackling in the night?  
Did you see the rocket*

*Making the night light up?  
Did you smell the sausages  
Burn on the barbecue?'*

5. In numeracy they have a very good understanding of two-dimensional shapes. They recognise circles, rectangles, pentagons and hexagons and name their properties. They can describe how rectangles have, *Two pairs of opposite sides the same length,* and recognise and measure right angles. They use computer numeracy programs well to support their work and are adept at adding numbers quickly and recognising number patterns. They are confident with numbers and remember details very well.
6. The rate of pupils' progress has quickened over the last two years. One reason for this is that the school has become more skilled at using information about the pupils to provide more challenging work that is accurately matched to their abilities. In the reception class, for example, the teacher has used the results of the most recent *'baseline tests'* to set targets for the class. She has sent examples of what children can do to their parents and enlisted their help to draw up *'home-school'* targets. These are targets for improvement in areas, such as knowledge of letter sounds and number, that can be worked on in school with the teacher and at home with parental support. Another reason is that the school now has a nursery that was opened a year ago. It means that children enter school at a younger age than in the past and this provides the school with earlier opportunities to teach them. The nursery and the reception children work in stimulating classrooms which provide many good opportunities for children to achieve the Early Learning Goals.<sup>1</sup> The new *'Foundation Stage'* is providing valuable opportunities for the early years staff to develop common approaches to planning and to monitor progression in children's learning from the ages of three to five.
7. Challenging work is planned carefully for all abilities to enable pupils to make as much progress as possible. For example, children in the reception class were asked to think about questions that they could ask a visitor and to find out information. Higher attaining children searched the Internet, which required alphabet and reading skills. In her planning, the teacher in Year 2 has already targeted those pupils who are likely to achieve the higher Level 3 in national tests. For example, in their writing they are encouraged to use different forms of sentences, including punctuation. Their writing is joined and they use a range of varied vocabulary, such as, *'I was so amazed!'*
8. Over 90 per cent of parents think their children make good progress in school and they are right to believe that this is the case. The progress that pupils make continues year by year as they move through the school. In fact, as the pupils get older they consolidate what they have already learned and their progress quickens. Results at the end of Key Stage 2 since 1998 show that pupils attained standards in English and mathematics that are at least above average. The percentage of pupils attaining the higher Level 5 in 2000 was in line with the national average in English and mathematics. During the inspection it was noted that the attainment of pupils in Year 6 was well above average in English and mathematics. The differences in judgements between the 2000 tests and the current inspection are because they apply to different groups of pupils.

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<sup>1</sup> Early Learning Goals – these are targets for learning by children at the end of the reception year. They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

9. The standard of literacy at the end of Key Stage 2 is frequently outstanding. The literacy hour is having a significant impact on pupils' literacy skills and the progress they make throughout the school. By the time they are 11 they write for many different purposes and their writing is sensitive, descriptive, grammatically correct and neatly presented. They use subject vocabulary precisely and explain that personification is, *'trying to make something that isn't a person into a person.'* Pupils with English as an additional language have made such good progress in their acquisition of English that they encounter few problems in expressing themselves orally and in writing. For example, after studying the imaginary animals in paintings by Susan Seddon Boulet, one pupil had written:

*'Purple trees with purple bells  
Make noises strange and true,  
I hear gentle music in my heart  
Making me think of you.  
And I see magical creatures too.  
For love is sight and sight is love  
And that's all I see in you.  
Strong horses in sweet fields,  
Delicate butterflies in blooming gardens  
Beauty is everywhere  
And I am thinking of you.'*

10. Pupils reach the same high standards in mathematics that they do in English. From an early age pupils use correct mathematical vocabulary extremely confidently and cover a wide range of challenging work. The school's implementation of the numeracy strategy has obviously helped to provide a clear plan to ensure that pupils' work becomes progressively more difficult as they get older. In Year 6, pupils were successfully applying their very good knowledge of percentages to problems involving the prices of goods with 17½ per cent value added tax! Although mathematical development is an area of persistent weakness when children enter school, pupils have attained consistently high results at the end of Key Stage 2 for the last three years and this indicates the degree of progress they make.

**It provides good standards of teaching. Teachers work well as a team and have high expectations of what pupils can achieve. There are very good relationships between teachers and pupils.**

11. No unsatisfactory lessons were observed. In fact, three quarters of all lessons were at least good and a quarter were very good and occasionally excellent. The quality of teaching has a major impact on the progress that pupils make. Certainly the school's motto, *'High expectations linked to quality teaching'* is borne out. Almost all parents think that the quality of teaching is good and so do the pupils. Pupils say that they like the teachers and that, *'they are helpful and make lessons fun!'* All teachers on the staff are hard working and committed to providing a wide range of experiences for their pupils.
12. Several factors are common to the good, very good and excellent teaching. Teachers' planning is extremely thorough and well thought-out. They make sure that pupils' work from year to year builds on what has been done in previous years and becomes gradually more challenging as they move through the school. Lesson activities are very well matched to the abilities of children in the nursery and reception classes, and to pupils in both key stages. Teachers are good at planning work that is at just the right level of difficulty, but challenging enough to make sure that pupils learn and make

good progress. For example, in the nursery children, including those with English as an additional language, extend their spoken language by using puppets in a lively telling of the story of, *'Goldilocks and the Three Bears'*. In a good literacy lesson in Year 5 the teacher set a very challenging written task. Pupils were to attempt to use elements of the style of the author Karen Wallace, including humour, in their stories about King Henry VIII, but set in the present day. One pupil succeeded in doing so when she wrote, *'Three hours later Anne decided to go somewhere fun, somewhere extraordinary. That place was Thorpe Park. "Are you sure we should go to this park?" bellowed King Henry. "Yes, it has got water rides everywhere. I'm sure it will be fun," said Anne. "I am the king," said Henry, "I'll say if it is fun or not!"*

13. One of the most successful features of teaching is the way in which teachers share with their pupils what they expect them to learn by the end of the lesson. Teachers explain, usually in no more than one or two sentences, what they expect pupils to learn. This is usually written on the blackboard and referred to during the lesson to ensure that everyone is *'on course'* to achieve the same ends. This *'intended learning outcome'* is then checked with pupils at the end of the lesson to enable teachers to find out if pupils have learned what was planned at the beginning of the lesson. It also helps to ensure that the teaching stays clearly focused on the main objectives of the lesson and that time in lessons is spent purposefully so that not a spare moment is wasted.
14. The teachers' use of questioning to find out what pupils know is very good. It provides valuable information for teachers to decide when to make pupils' work a little more challenging or whether some revision is required. The frequency and depth of questioning do not allow pupils to become complacent during lessons. They do not know when they will be the next one to be asked. This sharpens their attitudes to learning and develops their concentration. Teachers rarely answer a question with a direct answer. Frequently they answer a question with another question. For example, in an excellent mathematics lesson about percentages the teacher stopped activities at critical times to intervene, to support and to assess by asking, *'What is the critical percentage you have to work out? Is that right? How many of you have done it that way? Has anyone any different methods?'* In a very good literacy lesson the teacher stresses the importance of listening by saying, *'Can you get that image? Who has got the image of the storm juggling buildings?'* In a very good physical education lesson the way in which the teacher stopped the lesson at specific points to ask questions that will lead to improvements in the quality of work, such as, *'What do you think of that balance? Was that a three or a four point balance? Can anyone suggest how he could improve that?'*
15. The best lessons are exciting and interesting and pupils do not have time to get bored. In lessons where teaching is satisfactory, but not as effective, there are times when the pace of lessons drops and the difference in the rate of learning between satisfactory and very good lessons is clearly apparent. In short, there is not the same degree of challenge to achieve high standards and there is time for them to become distracted and *'switch off'*. The very good relationships between teachers and pupils are clearly evident in the quality of support that teachers provide and in their use of praise. *'Well done! That's excellent! Aren't you clever?'* are all commonly heard terms of praise. The quality of support for pupils who sometimes find learning more difficult than others is also a good indication of the way in which teachers want their pupils to do well. It is also apparent in the quality of teachers' marking, the best examples of which are supportive, appreciative of the quality of their work and add suggestions for further improvement. For example, *'Your poem is full of strong and thoughtful imagery. Well done!'* or, *This is a very original and well-written story. Your*

*choice of vocabulary is mature and well considered. Target: to write in paragraphs. Come and talk to me if you are not sure.'*

16. The school also provides good quality specialist teaching for music, for pupils with English as an additional language and those with special educational needs. Teachers plan their lessons very well so that pupils who need to work more slowly, or at an easier level than others can do so. The school has recently appointed a part-time special educational needs co-ordinator who not only supports pupils in withdrawal groups and in classes, but who also liaises with parents and reviews pupils' individual education plans. Currently many of these plans include targets for improvement that are vague and are very difficult to measure to see if pupils have made progress. The special educational needs co-ordinator is also responsible for advising on how best to support more able pupils within classes. As part of the school's teaching provision for able pupils, for the last two years they have been taken to a day of '*citizenship training*' with able pupils from other schools and have then reported back to pupils in their own school on return.
17. The school also employs a specialist teacher for pupils with English as an additional language. That teacher plans work carefully to support language development in different areas of the curriculum that support the work being done in class. For example, groups of children from the reception class were looking at the terms, '*small*', '*bigger*' and '*biggest*', which were linked to children's mathematical work about '*Goldilocks and the Three Bears*'. Pupils with English as an additional language make good progress. They are sometimes taught in small groups which include monolingual pupils who also need support in developing their understanding and use of English. The school's very good links with nearby Kingston University means that each class benefits from specialist physical education and computer lessons using the university's resources.

**It provides a very good ethos. It emphasises the importance of caring for each other and helps pupils to become very confident and responsible learners.**

18. In their pre-inspection questionnaires very few parents disagreed that the school helps their children to become mature and responsible, although some parents who are new to the school were unsure about this aspect of the school's work. There is a very strong ethos within the school that is reflected in the care and support that every individual, whether child or adult, provides for each other. The spiritual, moral and social development of the pupils is a strength of the school's work. The previous inspection report commented that, '*The school's strong, positive ethos fosters a good community spirit, providing an orderly and caring environment*'. Robin Hood Primary School has high expectations in terms of academic achievement and social responsibility. Parents, staff and pupils show real support for and commitment to the success of the school.
19. The school is extremely good at including pupils in the decisions it makes and in its general running. It takes notice of what pupils say and pupils feel their contribution is valued. An example of this is the presence of a '*worries box*' in one classroom, where pupils post any concerns they might have about school or growing up. Adults view pupils' efforts positively and teachers use praise well to reward and motivate. Reward stickers are widely used and pupils wear them with pride. The school's survey of pupils seeks their confidential responses to questions; for example, about how safe they feel in school and what they would like to see improved. Class rules are decided by everyone in those classes, and the elected school council provides an important link in the school's lines of communication. The school takes positive steps to ensure

that pupils work and play together in racial harmony. Every class has regular 'circle time' sessions in which sensitive issues, or those that might be causing teachers or pupils concern, are discussed openly and acted upon.

20. The school provides good opportunities for the development of pupils' spiritual awareness. An assembly about 'special things' was received in absolute silence and gave rise to all sorts of discussion about pupils' own 'special things' that they were invited to bring into school. Pupils have a good sense of right and wrong and a keen sense of injustice. Some feel that criticism they receive from lunchtime staff is unfairly awarded and the school is addressing this. Strong emphasis is placed on improving pupils' regard for themselves and each other. The school's system of 'paired reading' between pupils in Year 2 and Year 6 is excellent. The sensitivity shown by older pupils in the way in which they gave useful hints and encouragement to improve reading was matched only by the obvious pleasure the younger pupils took in reading to them.

**The headteacher provides strong leadership and is well supported by staff and governors.**

21. In their pre-inspection questionnaires 90 per cent of parents agreed that the school is well led and managed. Written comments indicated that parents felt that the headteacher is approachable and that they have confidence in him. It is his clear educational direction for the school that has led to an improvement in standards and the raising of the profile of the school in the community. The number of pupils on roll at the school has risen by 20 per cent since the last inspection in 1996. Few pupils live in the immediate area of the school and this makes their parents' involvement in school activities difficult to ensure. Nevertheless, a very active parent-teacher association has been set up by the headteacher and last year raised over £9,000. He has a clear idea of how he wants to see Robin Hood improve still further. Despite many changes in staff due to promotion or career change, staff have been appointed who have high expectations of their pupils and who, according to the headteacher, 'have a collective desire to give the best possible chances to all the children in school.'
22. Since the previous inspection the school has successfully tackled all the key issues. As in all successful schools, ideas are constantly being put forward to meet new challenges and to raise standards whenever possible. Recent initiatives that the school has introduced include a considerable improvement in planning and assessment procedures, and far more constructive use of data to raise standards. The headteacher and senior management team form an effective partnership and the deputy headteacher sets an outstanding example of teaching for others to follow. Subject co-ordinators have started to play a part in monitoring the quality of their subjects. Governors' committees have proved to be effective in terms of time and support for the work of the school, although their involvement in monitoring the quality of learning is at a very early stage.

**Everyone works hard to provide a stimulating place in which to learn.**

23. Many improvements have taken place since the last inspection which make Robin Hood Primary School a brighter, more comfortable and more stimulating place for adults and pupils. For example, the entrance hall provides a welcoming environment with a colourful mural. The stage of the school hall has been converted into a school non-fiction library where 'paired reading' activities take place. Classrooms have been carpeted providing areas where pupils can sit for class discussions and new furniture



- has been purchased. Playgrounds have been re-surfaced and marked and site security has been considerably improved.
24. New initiatives, such as the National Grid for Learning, mean that all classes now have modern computers with Internet access. Children in many classes successfully used these during the inspection. A change in use for one classroom has meant a new, larger staffroom with the original room now used for special educational needs groups and English as an additional language teaching. The new nursery and the reception classroom provide stimulating learning areas for children under five. Many of these improvements have been achieved on a *'self-help'* basis. The money has largely come from grants and support from the parent-teacher association and much of the work has been done by staff, parents and the community services.

## **WHAT COULD BE IMPROVED**

### **Recognition of cultural diversity through better provision of literature, resources and pupils' home languages.**

25. In the previous report it was noted that the school made strong provision for the multicultural development of its pupils; for example, through studying major festivals and studying subjects such as history, art and religious education. The school still values pupils' cultures and uses occasions such as festivals to foster pupils' understanding of cultures other than their own, but there are opportunities that are missed. For example, although the school admits pupils from many ethnic backgrounds, there is only one sign on display in the whole school that recognises the diversity of languages represented in the school. Although many languages are spoken by pupils at the school the majority are Arabic speaking, yet there is no provision for translation of information to parents. There is a limited selection of books about other cultures in the library but many of these are rather old and require updating. The range of resources representing other cultures is also limited. Similarly there is a very limited selection of music from different cultures that pupils could listen to as they enter assembly or during music lessons. There are few planned occasions when teachers call the register using different languages or expect pupils' responses in their own language.

### **The quality of pupils' individual education plans.**

26. Pupils with special educational needs make good progress overall in relation to their prior attainment in reading, writing and mathematics. The school has good systems for the early identification of pupils with learning difficulties and behaviour problems and plans support for them accordingly. Early assessments in the Foundation Stage provide a means for the school to track pupils' progress from a very early stage. The school has also recently employed a part-time co-ordinator for special educational needs to support those pupils. However, despite pupils' good progress, their individual education plans are not clear or concise enough. The targets set for improvement, including those for behaviour as well as learning, are not easily measurable to gauge whether sufficient progress has been made and there is no clear date for review.

### **The school's arrangements for setting homework.**

27. In their questionnaires and at the pre-inspection meeting parents expressed concern about the school's arrangements for setting homework. Parents do not know what to expect in terms of homework, they are unclear about completion dates and they do not know what is expected of them. During the inspection several teachers gave

homework that supported the ongoing work of the pupils very well. For example, in his assembly about '*special things*' the headteacher asked pupils to bring in special things of their own for the whole-school assembly later in the week. Pupils were very excited at the prospect and talked about what they considered to be special. In a mathematics lesson different homework was given according to pupils' abilities and supported their work in class very well. The school is aware that its current homework policy is inconsistent and that it does not provide parents with clear guidance about their role. It has identified the need to update the policy.

### **Monitoring the quality of teaching.**

28. The headteacher recognises that monitoring the quality of teaching, '*Is fundamental in strengthening and improving the education for all children at Robin Hood*'. The headteacher, local education authority inspector and some staff have already started this process. Until recently the school budget allowed very little flexibility in allowing teachers to have non-contact time for lesson observation. Thus the subject co-ordinators have had limited opportunities to monitor the development of their subjects and the impact of teaching. The school has correctly identified the need to increase the frequency of these observations so that key staff are more frequently involved in order to feed back the information on teaching standards to the governors' curriculum committee.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**In the context of its strengths, the good progress pupils make and the standards they achieve at the end of Key Stage 2, the school should now:**

- (1) ensure that it reviews its arrangements for further promoting and recognising the multicultural diversity of the school;
- (2) ensure that pupils' individual education plans are carefully targeted and that the school has the means to measure any progress that is made;
- (3) ensure that it reviews its policy for setting homework and provides clear guidance for teachers, pupils and parents.
- (4) ensure that it continues to extend its existing programme of monitoring teaching by the headteacher, senior staff and subject co-ordinators.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	28	44	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	213
Number of full-time pupils eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	59

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	65
Pupils who left the school other than at the usual time of leaving	52

### Attendance

Authorised absence	%
School data	7.2
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	11
	Girls	16	17	17
	Total	24	25	28
Percentage of pupils at NC level 2 or above	School	71 (68)	74 (74)	82 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	9
	Girls	16	17	19
	Total	24	28	28
Percentage of pupils at NC level 2 or above	School	71 (65)	82 (85)	82 (82)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	10
	Girls	13	10	12
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	85 (92)	81 (84)	85 (84)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	11	10	12
	Total	19	18	22
Percentage of pupils at NC level 4 or above	School	73 (92)	69 (88)	85 (84)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	1
Indian	6
Pakistani	3
Bangladeshi	2
Chinese	3
White	130
Any other minority ethnic group	43

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	232
Average class size	26

#### **Education support staff: YR - Y6**

Total number of education support staff	4
Total aggregate hours worked per week	90

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	1
Total aggregate hours worked per week	15

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 / 2000
	£
Total income	461,761
Total expenditure	444,876
Expenditure per pupil	1,943
Balance brought forward from previous year	-5,052
Balance carried forward to next year	11,833

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	61 (26%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	51	39	7	0	3
Behaviour in the school is good.	46	41	10	0	3
My child gets the right amount of work to do at home.	33	38	10	11	8
The teaching is good.	56	36	3	0	5
I am kept well informed about how my child is getting on.	33	38	23	3	3
I would feel comfortable about approaching the school with questions or a problem.	59	30	8	3	0
The school expects my child to work hard and achieve his or her best.	56	36	2	0	6
The school works closely with parents.	34	41	20	3	2
The school is well led and managed.	52	38	2	5	3
The school is helping my child become mature and responsible.	51	30	7	0	12
The school provides an interesting range of activities outside lessons.	36	30	18	10	6