



Robin Hood Primary School

Inspection Report

Unique Reference Number 102573
LEA Kingston Upon Thames LEA
Inspection number 276737
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Marianne Harris AI

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

Type of school	Primary	School address	Bowness Crescent
School category	Community		Kingston Vale
Age range of pupils	3 to 11		London SW15 3QL
Gender of pupils	Mixed	Telephone number	0208 546 7388
Number on roll	233	Fax number	0208 547 1692
Appropriate authority	The governing body	Chair of governors	Mr Marc Callis
Date of previous inspection	20 November 2000	Headteacher	Mr Jeff Lloyd

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Robin Hood Primary is an average size school in an area where there is more deprivation than usual. The number of pupils known to be eligible for free school meals is above average. About one third of pupils are from a minority ethnic background, with a significant number at an early stage of learning English. An above average number of pupils have learning difficulties. More than twice the number of pupils than is normally seen join the school part way through their education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school accurately judges itself to be good. Parents and pupils have positive views of the work of the school and know that it is doing a good job. Children start school below the expected level and make good progress, so that they achieve very well in English and mathematics. They develop good attitudes to learning and are enthusiastic. The school provides good value for money. Leadership and management are good. The headteacher and senior managers analyse the school's performance accurately and have identified where pupils could do better. As a result standards have risen in English and mathematics. Although standards in science are broadly average, pupils did not make as much progress in this subject last year as they did in English and mathematics. The school demonstrates good capacity to improve further. Provision for children in the Foundation Stage is good. Teachers rightly focus on developing children's language skills so that they can make good progress. Teaching and learning across the school is good, and pupils are very positive about their learning targets. However, on some occasions, work is not marked well enough to show pupils what it is they have to do in order to achieve these targets. The school takes good care of pupils, whatever their ability or background. Pupils who join the school part way through their education settle quickly, make friends easily and enjoy learning. Pupils at an early stage of learning English are well supported. Pupils with learning difficulties receive good support both in lessons and when working in small groups.

What the school should do to improve further

* Continue to raise standards in science. * Improve the consistency of marking so all pupils know what they have to do to reach their targets.

Achievement and standards

Grade: 2

Children start school below the expected level, especially in their language and social skills. They make good progress in the Foundation Stage, although language skills remain lower than those expected by the time they enter Year 1, because a significant number are at an early stage of learning English. From this low starting point, pupils make good progress during their time in school. By the time they leave Year 2, test results are broadly average, and pupils are well placed to make rapid gains in English and mathematics. By the time they leave Year 6 standards are above average in these subjects, and have been in science until last year. Test results for science fell, but the school has identified the reasons for this and have put in place strategies to prevent it happening again. However, pupils have the good basic skills that serve them well when they move to their next school. Pupils with learning difficulties make good progress and achieve well. Pupils who are learning English as an additional language also make good progress, and pupils from all minority ethnic backgrounds achieve well. All pupils, whatever their background or ability have challenging targets and make good progress in reaching these. Pupils who join the school part way through

their education feel welcomed in and see the school as a positive place in which to learn.

Personal development and well-being

Grade: 2

Pupils are well equipped for growing up as responsible people. They explain why they learn about other cultures - 'so we understand and take them seriously'. They behave well and show consideration for others' opinions. Pupils have a good understanding of right and wrong. Their enjoyment of school is clear and they are frequently absorbed in what they are doing - as when they empathised with the headteacher as he told them a fascinating personal anecdote in assembly. Attendance is similar to that in most schools. Pupils have a clear idea of healthy diets and regular exercise and try their best to follow the healthy lifestyle. They are well versed in the risks that modern life involves and how to steer clear of them. The school council represents the views of classmates and is adamant that their views are acted on - they are very proud of the new lavatories that came about partly because of their strong complaint.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good across the school. In the Foundation Stage, teachers concentrate on settling the children into school and helping them gain the necessary language skills to help them learn in all subjects. This emphasis continues throughout the school so that all pupils, whatever their ability or background, have a rich vocabulary on which to draw. Lessons are well planned with interesting and fun activities. This results in pupils who are enthusiastic learners who like their teachers. The purpose of each lesson is clear and pupils know what they will be learning. Teachers have set challenging targets for each individual and pupils are well aware of what these are. Teaching assistants are particularly skilful in helping pupils achieve well. The best marking shows pupils what it is they need to do to reach these goals. However, this is not consistent throughout the school and there are a few occasions when some pupils do not have sufficient guidance to know how to improve their work.

Curriculum and other activities

Grade: 2

The school provides a good curriculum for all its pupils, including those children in the Foundation Stage. All National Curriculum requirements are met and pupils think lessons are fun. There are, however, too few opportunities for pupils to carry out investigations in science. There are good opportunities for extra-curricular activities. Pupils are really looking forward to their residential trip as they have heard 'the place is haunted'. They are particularly enthusiastic about the visits they have and the visitors they welcome into school. Pupils explain clearly the benefits of Arts Fortnight and are

excited about what they have learnt, and the experiences they will have in the future. The curriculum for pupils who are learning English as an additional language is good, and promotes the language skills that are necessary for them to become competent in English. Pupils with learning difficulties have activities and work that is matched effectively to their needs. The programme for developing pupils' personal, social and health education is good and equips them well for the issues they may face when growing up. Resources are used effectively so that they can make good progress.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school promotes high quality care for all its pupils, enabling them to learn well in a peaceful and happy atmosphere. Child protection procedures are good. Pupils expressed great confidence in all who help them and their parents agree. All systems for health, safety and security are thorough and effective. The procedures for welcoming children into the Foundation Stage are good. Pupils who speak English as an additional language receive good support so that they can settle into school quickly. Pupils with learning difficulties are identified at an early stage and their needs are well met. Methods for helping pupils to know how well they are doing in English and mathematics are very good. Older pupils are clear about how they can reach higher standards, and their progress is tracked effectively. However, this has not yet been extended to science and marking in this subject is not always helpful in showing pupils what they need to do to improve.

Leadership and management

Grade: 2

Leadership and management are good because they have focused on raising standards for all pupils. Attainment by Year 6 has risen to high standards in English and mathematics because of the good systems for tracking pupils' progress and giving extra support where it is most needed. A major factor in this has been the system of targets that enable all pupils to know their own level, what has got them there and how they might improve. The school is in the process of extending this to science and information and communication technology (ICT), but it has not happened yet. In most years, pupils have made good progress in science, though the most recent test results were lower than in other years. Analysis has shown that this was because pupils were not sufficiently familiar with investigation and interpretation. The major drive in the current development plan is to improve this. Pupils spoke of how much they enjoy practical work in science. This example shows the effectiveness and accuracy of the school's self-evaluation, a process in which governors are actively involved. The school improvement plan is a good document that guides the work of the school. The strategies identified for improving teaching and learning have been most successful in driving up standards in English and mathematics. Governors hold the school to account and have a well founded grasp of its strengths and areas for improvement because they visit the school regularly and are in close contact with subject coordinators. The views of parents and pupils are sought and accommodated where

possible - for example, in the current drive to eliminate litter. The school has tackled the issues identified at the last inspection effectively, and is well placed to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us into your school a few weeks ago. You were most helpful in making sure we found out all we needed to know. We really enjoyed hearing all about Arts Fortnight and about your residential trip to the exciting 'Haunted Place'. In fact, we wish we could come! We are now writing to let you know what we found out about your school.

We think that your teachers work really hard to make sure that learning is fun and that you make good progress. We have asked your teachers to help you more in science so that your work can be as good as that in English and mathematics. You all know what your targets are and we have asked your teachers to help you even more by making suggestions on how you can improve your work when they are marking your books.

We thought that you behaved well and were friendly towards each other. You were very polite when you spoke to us and told us all you could about your school. Thank you once again for all your help. We wish you the best of luck in the future and we hope to see you all again sometime.