



# Robin Hood Junior School

## Inspection Report

**Unique Reference Number** 102984  
**LEA** Sutton LEA  
**Inspection number** 276802  
**Inspection dates** 11 July 2006 to 12 July 2006  
**Reporting inspector** Christopher Gray AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Thorncroft Road
<b>School category</b>	Community		Sutton
<b>Age range of pupils</b>	7 to 11		SM1 1RL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8642 4292
<b>Number on roll</b>	317	<b>Fax number</b>	020 8643 8173
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr T Gorley
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs M Fisher

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 11 July 2006 - 12 July 2006	<b>Inspection number</b> 276802
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is bigger than others of its type. The percentage of pupils from minority ethnic backgrounds is greater than found in many schools, though few pupils are at the early stages of learning English. There are more pupils with learning difficulties and disabilities than usual, though the proportion with statements of special educational need is similar to that found in most schools. Children's attainment on entry to the school is above average. Both the headteacher and her deputy were appointed in September, 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This school gives a satisfactory standard of education to its pupils and provides satisfactory value for money. This view is shared by inspectors and the school. They are also in agreement that this is clearly an improving school. Leadership and management are good because they have brought the school out of a period of decline, when there had been some marked underachievement. Pupils' achievement is now satisfactory overall and there are clear signs of accelerating progress. This shows that the school has good capacity to make further improvement. Parents commented on the recent changes for the better in the school, and evidence of the school's increasingly good reputation can be seen in the fact that the school will be very nearly full in September.

Pupils' personal development is good. They behave well and enjoy their learning. Their adoption of healthy lifestyles is outstanding. Pupils grow and eat their own vegetables (some of them exotic) and keenly take part in a wide variety of sporting activities. Pupils benefit from good care, support and guidance. The school is secure and happy. Formal assessment is used well to improve pupils' progress on a termly basis. However, teachers do not always make the best use of assessment in daily lessons to meet pupils' needs. This is especially so for higher attaining pupils in mathematics. This also means that the quality of teaching varies from class to class; it is satisfactory overall. The curriculum is well enriched outside the classroom, especially with sporting activities. The school recognises the need to increase the amount of interest and enrichment in lessons, by linking subjects together more closely.

### What the school should do to improve further

- use the best practice in teaching to achieve greater consistency in its quality throughout the school
- enable teachers to make more effective use of day-to-day assessment in planning to meet pupils' needs, especially for higher attaining pupils in mathematics
- improve the links between subjects to increase pupils' enjoyment of their learning

## Achievement and standards

### Grade: 3

Pupils achieve satisfactorily in their time in the school, and there are signs that achievement is improving. For example, the current Year 6 pupils have made more rapid progress in the last twelve months than they did in previous years. This is because senior staff have recently helped teachers to keep a much closer track on rates of progress. Standards are above average in English, mathematics, science and information and communication technology (ICT) by the time pupils leave Year 6.

All groups of pupils achieve at broadly similar rates, though higher attaining pupils in mathematics do not always make as much progress as they might. The school has been working to improve this, but there is still some way to go. Pupils work in ability sets

for mathematics, but pupils in the same set frequently receive the same work, regardless of what they already know. Most pupils reach the targets set for them, but targets in mathematics do not represent sufficient challenge.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They mostly enjoy school, as shown by their good attendance and the very low incidence of exclusion. Most have good attitudes in lessons and behave well. Large numbers of pupils are involved in the many clubs and activities that the school offers. Pupils like subjects such as art and ICT but some 'would like to have no maths'. Relationships are good and pupils are supportive of each other; for example, Year 6 pupils befriend Year 3 pupils when they join the school.

There is a strong focus on keeping healthy, with good opportunities for physical education and commitment to healthy eating. Pupils are proud of their 'eco garden', herb beds and allotments and of the food and flowers that they grow. The school council makes a significant contribution. As one pupil said, 'The council is very important. We know what pupils want and discuss what we are going to fix'. Their sense of economic well being is good; this term, Year 6 pupils ran a 'fun day' to finance their end-of-term production.

Through their experiences in school and on visits, pupils gain a good understanding of their own culture but awareness of other cultures is less strong, though satisfactory. Social, moral and spiritual development are good; pupils recognise and value their place in their school community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. A strength of the teaching is the good management of pupils' behaviour. However, there are occasions when the attitudes of a few pupils deteriorate because they do not find the lessons interesting. Teachers make good use of ICT equipment in their own teaching and in the opportunities they give pupils to use computers in most subjects. The interest this gives to learning was evident in a science lesson for Year 5 pupils in the ICT suite; one group became very animated when they learnt that giant pandas are hunted for the value of their skins. Teachers use marking well to show pupils how to improve. They are expected to evaluate their lessons to plan for the learning of groups and individuals, but they are not all as effective in this. The result is that pupils do not always learn as fast as they might, especially the more able pupils in mathematics.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with strengths such as the number and extent of extra-curricular activities - especially in sport or connected with the environment, and the allotment club. These are well attended and achievement in competitions in many sports is high. In lessons, the provision for design technology is good, as are the opportunities for pupils to practise their computer skills. Provision for English and mathematics enables pupils to reach good standards, though more pupils could reach above average levels in mathematics. The curriculum in other subjects is not well linked together; this is one of the school's current priorities, to give pupils more chance to use the skills they learn and enjoy doing so. The curriculum for pupils' multi-cultural awareness is not sufficiently well developed.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for its pupils. There are robust systems in place for child protection health and safety which ensure that pupils work and play in a safe environment. Pupils say that adults are approachable if they need help. They also say that incidents of bullying are rare and are swiftly dealt with by staff. The school has a comprehensive programme for personal, health and social education. Recent initiatives have ensured that pupils are aware of the need for healthy eating and that they appreciate the value of regular exercise. Pupils get good support and guidance in their work. Their progress is regularly monitored and there are improving strategies to help those pupils who are not doing as well as they might. The school makes good provision for pupils who have learning difficulties and disabilities as well as for the small number who are at the early stages of learning English. There are good links with senior schools to ensure a smooth transfer.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with strong elements, notably the vision and leadership of the headteacher and her deputy. They have quickly established a clear direction for the school and work in close and effective partnership. Senior managers give good support. Together they have been instrumental in securing recent improvement in pupils' achievement and they share a common aim to raise standards still further and to ensure that pupils have an enjoyable learning experience. However, the school is aware that teaching does not always match pupils' abilities sufficiently closely, especially in mathematics.

The school's self-evaluation is accurate and takes due account of the views of parents and pupils. Parents who responded to the questionnaire were mostly supportive of the school, especially of recent improvements, although a small number said that they would like to see better communication between the school and parents. Teaching

and learning are regularly monitored and improved, and effective use is now being made of assessment data as a tool to raise standards and improve achievement. The headteacher and senior managers are strongly aware of weaknesses in the curriculum and are taking steps to broaden learning experiences, again through consultation with pupils. There is a strong commitment to include all pupils in the school's activities and they receive good support in their academic and personal development. The governing body works well. They provide challenge to managers and members are well informed about the school's progress. They ensure effective financial planning and oversight. The recent positive developments and the rigorous commitment of managers and staff to raising standards indicate good capacity to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	1	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

Pupils

We enjoyed our visit to your school and want to thank you for the polite and friendly way in which you all welcomed us. We asked you what you will remember most about your school when you leave it. Now it's our turn. There are lots of things, but perhaps the most memorable were the visit to the allotments and tasting the wonderful fresh vegetables - even courgette flowers - which you had grown and prepared with fresh lemon thyme.

We could see how much your school has improved recently. You told us yourselves - for example, bullying is very rare now - and your parents also said that they think the school is getting better. You help by your friendly and thoughtful behaviour towards adults and other children. You feel safe in school and know what to do if you have a problem. You are especially good at leading healthy lifestyles - not only your sensible eating, but also in the amount of exercise you take.

You work hard and reach good standards in English, mathematics, science and ICT. The rate at which you learn is increasing because your teachers keep a close eye on how well you are doing. In mathematics, however, they could do this more, so that more of you can enjoy the subject and reach high standards. You told us you enjoy many lessons, but not all. The school is planning a new approach to learning, where subjects will link together more and give you a better chance of enjoying everything. You can do your bit here, by not giving up when things do not immediately appeal to you. Your school is well run by the headteacher and deputy, and all adults give them good support. You are lucky to go to a school with so much space that is so well cared for.

Yours sincerely

Christopher Gray

Lead Inspector