

Robin Hood Primary School

Inspection report

Unique Reference Number	107831
Local Authority	Leeds
Inspection number	309513
Inspection dates	14–15 November 2007
Reporting inspector	Gill Hepworth

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	329
Appropriate authority	The governing body
Chair	Mrs J Wood
Headteacher	Mr Mark Wilson
Date of previous school inspection	24 November 2003
School address	Leeds Road Robin Hood Wakefield West Yorkshire WF3 3BG
Telephone number	0113 2823444
Fax number	0

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Most pupils are White British but a few are from minority ethnic backgrounds. Eligibility for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is below average. A significant proportion of pupils move in to and out of the school between Years 2 and 6. In the last two years the school has appointed a number of new staff. The headteacher took up his post in 2005. The school has developed partnerships with a range of other institutions and achieved awards for its work related to information and communication technology (ICT).

The school holds the ICT Mark; Activemark; Arts Mark; International Schools Award; Inclusion Charter Mark; Investors in Pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. Parents and pupils justifiably hold it in high regard, as expressed by comments from children such as, 'I like all of school because it's fun and we learn a lot.' Its success is as a result of good quality leadership and management. The dynamic headteacher, supported well by the deputy headteacher and senior management team, leads an energetic partnership that sets high standards in the continual drive for improvement. All staff are motivated and passionate about the school and aim to provide the best for each pupil. There is no complacency as the school continues to build on its strengths to improve standards and achievement. Initiatives put in place impact positively on levels of attainment and governors play their part in this success. The school has a good capacity to improve.

Good quality teaching helps to ensure that all pupils achieve well and by Year 6 reach standards that are generally above average. This gives them skills to support their future development. In the majority of lessons, learning develops systematically because work is mostly matched to pupils' abilities. In a few lessons, learning does not progress as fast because pupils are not fully interested and engaged. All groups of pupils make good progress relative to their starting points. The rigorous assessment and tracking of progress is central to the achievement of all pupils. Teachers set them challenging targets and provide extra support to those who need it. Pupils with learning difficulties and/or disabilities are consequently catered for extremely well. Parents understand the need to support their children's education and do so with excellent guidance from the school website.

Excellent care, support and guidance contribute to pupils' outstanding personal development, helping them to form very good relationships and behave extremely well. The successful personal, social and health education ensures that pupils learn to get on with each other and have an understanding of how to keep healthy and safe. Pupils make an excellent contribution to the community through the active school council, and beyond, in their response to raising money for charities. Pupils are proud of their school. They cite 'very helpful and understanding teachers, friendships with peers, ready access to computers and responsibilities' as the major reasons for this sense of pride. This is a school where each pupil is known and cared for in a way that includes them all in school life. The curriculum meets the needs of all pupils exceptionally well. Links across subjects bring a relevance and excitement to lessons. The provision for ICT and speaking and listening in all lessons gives excellent support for learning.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Foundation Stage with skills that match national expectations. Staff have a very good understanding of children's individual needs therefore children achieve well. By the time they enter Year 1 many are exceeding the levels expected of them in all areas of learning. Activities effectively capture children's interest and imagination, although the Nursery outside area is not always used to full effect. Children are encouraged to make choices for themselves and this lays a firm foundation for their future development as independent learners. The outstanding pastoral care ensures that children settle in quickly. Parents praise how well this is done, and how happy their children are. They comment that, 'Nursery and reception staff are always welcoming and helpful.' Very good use of adults provides many opportunities for

developing speaking and listening skills. This contributes to children's learning as well as their happiness and self-esteem.

What the school should do to improve further

- Improve the good overall quality of teaching and learning in order that it matches more closely the outstanding models already in place.

Achievement and standards

Grade: 2

Pupils achieve well across the school. By the time they enter Year 1 many are exceeding the levels expected of them in all areas of learning. By the end of Year 6, standards are above average. Standards are adversely affected by the higher than average percentage of pupils leaving and joining the school in Key Stage 2. Pupils with learning difficulties and/or disabilities make very good progress because their needs are identified quickly and effective support is provided. School data shows clearly that the pupils who have been at the school since they were in Year 2, are making very good progress in English, mathematics and science. The school has set challenging targets for Key Stage 2 in 2008 and 2009.

Personal development and well-being

Grade: 1

Pupils quickly grow in confidence and older pupils are strikingly polite and courteous to adults. They work very well in pairs and small groups and express their views in a thoughtful and articulate way. Pupils' preparation for life in a multicultural world benefits from the links with schools in France, Spain, Iceland and Turkey. In lessons pupils show excellent attitudes to work. They work at a very good pace, show determination to complete set tasks and clearly enjoy being at school. Behaviour is exemplary, not only in lessons but at playtimes and in the dining hall, where a calm, social atmosphere prevails. Attendance has steadily improved and is now good. Pupils enjoy and benefit from an exceptional variety of responsibilities, ranging from being school councillors, buddies, peer mentors to running 'Robin Hood TV' and the half-termly newspaper. They understand well how to keep safe and healthy. Pupils are very well prepared for the next stage in their education and later life, given their good literacy and numeracy levels combined with impressive personal qualities and computer skills.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because teaching is good overall and in some lessons is outstanding. Lessons are well prepared. Teachers make clear to pupils what they are expected to learn and ask them to reflect on what has been achieved. Teachers' good subject knowledge gives confidence to their teaching and a simple system of 'thumbs up or down' involves pupils in showing whether they have understood new concepts or not. Relationships are very positive. Work is matched well to meet the needs of pupils with higher ability. In many lessons pupils are given time to discuss their thinking with a partner and this sparks some good contributions such as working out a formula to solve specific problems. In a few lessons the pace flags and activities are less interesting. This means that some pupils find difficulty maintaining concentration and so the rate of their learning slows. The teaching assistants have a very good and sometimes outstanding

level of expertise, which enables them to support pupils extremely well. Day-to-day assessment and teachers' marking show pupils how well they are doing and how to improve their work.

Curriculum and other activities

Grade: 1

The excellent curriculum is very well matched to pupils' differing needs and capabilities. Throughout the school, pupils' independent learning and basic literacy and numeracy skills are given excellent emphasis. Pupils have plenty of opportunities to share ideas and work cooperatively, which supports their outstanding personal development as well as their learning skills. Speaking and listening opportunities in all lessons help develop literacy skills across all subjects. The curriculum is enriched by excellent accommodation and resources, including those for ICT, and by a good range of visits and visitors. The 'Breakfast Club' along with other clubs, provides beneficial activities before and after school. Pupils from Year 1 to 6 enjoy the opportunity to learn French and Spanish. Good links with the community and other schools and excellent links with parents and outside agencies strengthen pupils' opportunities for learning.

Care, guidance and support

Grade: 1

The school's outstanding pastoral care, support and guidance is built on excellent relationships between adults and pupils, and among pupils. Parents find staff highly approachable and helpful. A small number of pupils experiencing difficulties with their behaviour or attendance are very well supported. Child protection requirements and health and safety procedures are well established and in place. Pupils rightly feel safe and very well cared for. Support for pupils with learning difficulties and/or disabilities is very good. The achievement of all pupils is carefully tracked and checked so that any underachievement is swiftly identified and strategies put in place to sort out problems quickly and effectively. Very good arrangements support, both personally and academically, the sizeable proportion of pupils who join school partway through their education.

Leadership and management

Grade: 2

Leadership and management are of good quality and there are some strong features. Together with the deputy headteacher and senior staff, the headteacher has set a terrific pace for improvement. Initiatives to raise standards are top priority. As a result, effective assessment strategies have been introduced and prompt interventions made to speed the progress of any pupils who might underachieve. Through strong induction procedures, the many teachers who have recently joined the school already fit well into the team and work to the high expectations set for them. All teachers are actively involved in the process of self-evaluation. It is underpinned by rigorous monitoring and evaluation. This means that the school is fully aware of where improvement is needed and is quick to act. The school underestimates the quality of some aspects of its provision because of the high standards it sets itself. Governors are very supportive of the school. They also challenge and hold the school to account for its performance. The school gives good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when my colleagues and I recently inspected your school. We very much enjoyed watching you work and talking with you in your classes and on 'Robin Hood TV'. This is what we particularly like:

- you have a brilliant headteacher and very enthusiastic, talented staff who help you do well in your work
- you work hard and make good progress
- you enjoy all your lessons and behave extremely well.

As a result, many of you reach above average standards by the time you leave the school. Your parents say they are pleased you come to this school because it helps you do well.

We have asked your headteacher and staff to carry on their good work. However, in order to help you to make even better progress we have asked the school to improve some of your lessons even more.

You are enthusiastic about your school and we hope you carry on enjoying lessons and continue to make Robin Hood Primary School a happy place for you to learn.