

Robin Hood Primary School

Inspection report

Unique Reference Number	102573
Local Authority	Kingston Upon Thames
Inspection number	323659
Inspection date	26 February 2009
Reporting inspector	Steven Hill

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	235
Government funded early education provision for children aged 3 to the end of the EYFS	37
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Marc Callis
Headteacher	Mr Jeff Lloyd
Date of previous school inspection	5 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bowness Crescent Kingston Vale London SW15 3QL
Telephone number	020 8546 7388
Fax number	020 8547 1692

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of teaching and the resultant progress that pupils make, particularly in mathematics
- pupils' personal development, particularly their behaviour, attitudes and attendance
- the pastoral care the school provides, and how well it keeps track of, and supports, pupils' progress.

Evidence was gathered from:

- observations of lessons and break times
- discussions with school staff, the chair of governors and pupils
- the school's documentation, particularly records of pupils' progress
- questionnaires returned by parents
- examples of pupils' work.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average-sized primary school. Early Years Foundation Stage provision is made for younger children in the Nursery, where they attend part time, and for older children full time in the Reception class. Pupils come mostly from Kingston, but a large minority come from a neighbouring borough. About a half of pupils are of White British background with the rest, a high and increasing proportion, coming from a wide range of minority ethnic heritages. Over a third of pupils speak English as an additional language, a high proportion. A large percentage of pupils are at the early stages of learning English when they start school. An above-average proportion of pupils have learning difficulties and/or disabilities. These pupils struggle with basic literacy and numeracy, have speech and language difficulties, or have behavioural and emotional problems. After some years with a very stable staff, there have been a number of significant staff changes in the last year, including the appointment of a new deputy headteacher.

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 where pupils achieve well because of good teaching. Pupils of different abilities and backgrounds make good progress throughout the school. Although standards on entry vary from year to year, children generally start in the Early Years Foundation Stage with attainment much lower than that found in most schools. By the end of Year 2, standards are generally average and, by the end of Year 6, are above average. A relative weakness in mathematics, shown by results at Year 6 in 2007, was addressed successfully. Provisional results for 2008 show that pupils in Year 6 achieved similarly high standards in mathematics, English and science. The school is particularly effective in giving extra help to pupils who struggle with their work, so that they make good progress in the light of their difficulties. Boys and girls, and pupils from different ethnic heritages, all make similarly good progress.

The school has successfully maintained the overall good quality of teaching since the last inspection, during a time of significant staff changes. Consistent monitoring of provision by senior staff and the careful tracking of pupils' progress have contributed greatly to this. However, there are inconsistencies in aspects of teaching, and lessons vary from outstanding to satisfactory. Teachers have good relationships with pupils and generally manage classes well and maintain a brisk pace. This means that pupils concentrate well and learn a good deal in the time available. Teachers often enhance their clear explanations with very good use of the interactive whiteboards, which engages pupils' interest and generates enthusiasm. However, occasionally explanations are not clear enough so pupils do not understand what they should be doing, and their attention wanders and the pace of learning slows. Teachers make good use of skilled teaching assistants in many lessons, particularly in supporting pupils who might otherwise struggle with their work.

In better lessons, teachers make extremely good use of their knowledge of pupils' progress to match work carefully to the different needs of individuals and groups. In these lessons, high but manageable levels of challenge mean pupils are fully involved and make particularly good progress. Occasionally, however, pupils are set work that is too easy or too difficult, and then their progress slows. Many lessons are greatly enhanced by a range of strategies to involve everyone, such as discussion in pairs or groups. This results in pupils having strong collaborative skills. Teachers' marking of pupils' work is inconsistent between classes and between subjects. Despite a clear policy for marking, not all teachers are implementing it sufficiently well. There are excellent examples in some classes of marking that tells pupils clearly what has succeeded, and points out to them what they should do next to improve, but this is not universal.

The school has a good curriculum with strengths in the core subjects of English, mathematics and science, as well as in the arts. The latter has been recognised by a Silver Artsmark award. Pupils report that they enjoy lessons, as well as the good range of extra-curricular clubs.

The school provides outstanding care, guidance and support for its pupils. Pupils' personal development is good because of the very good pastoral care. The work of the new Every Child Matters (ECM) coordinator has successfully built on existing good systems for both academic and pastoral support. Crucially, she has worked with colleagues to collate the two, so that pupils' needs are monitored and addressed in a coherent and coordinated fashion. Pupils' behaviour is good and they have very positive relationships with each other and with staff. Boys and girls from different ethnic groups play and work together cheerfully. Although a tiny minority of parents expressed some concerns about behaviour, a Year 6 pupil said that a strength

of the school was that, 'We don't tolerate bullying.' His classmates agreed that teachers deal very well with any incidents that arise, and that they would all feel confident in talking to staff if they were worried. Pupils develop a very strong understanding of right and wrong, and of fairness, discussing issues vigorously but thoughtfully. Pupils contribute well to the school community, for example through the school council, by acting as monitors, or by sharing books with pupils from younger classes. Attendance, which had fallen since the last inspection, has risen steeply in the past year to be broadly average. Consistent liaison with parents and the educational welfare services, as well as strong encouragement to pupils themselves, all contributed to this improvement.

The academic guidance provided to pupils is particularly strong. The recent improvements to the already good systems for tracking pupils' progress mean teachers have a very good understanding of individuals' needs. Any who struggle with their work, or who are not making the progress they should, are quickly identified. The school is able to draw on a wide range of programmes established in the school, as well as a variety of external support, to help these pupils. These ensure that they all make good progress. Pupils have clear targets for what they are expected to achieve next, and they take a pride in meeting them, working towards them conscientiously.

Underpinning the school's success are good leadership and management. The headteacher and new deputy headteacher have provided a very clear direction and continuity during the recent staffing changes. Since the last inspection, standards have risen and weaknesses in science provision have been remedied. Improvements to systems for tracking pupils' progress, led by the new ECM coordinator, have helped improve the quality of guidance given to pupils. This tracking, along with regular monitoring of provision, means that senior leaders have a very clear understanding of the school's strengths and weaknesses. They lead a committed team of staff in addressing any issues effectively. Governors also have a good understanding of the school, and are good at holding it to account for its performance. The school's contribution to community cohesion is satisfactory. There are examples of good practice, such as the links made with services in the neighbouring borough so that pupils who live there get the same support as more local pupils. Leaders have carefully evaluated the impact of this work, revealing that it has been successful. However, the school has not fully analysed the varying needs of its community, or evaluated the impact of its work, in a sufficiently systematic way. This has now been acknowledged as a priority, and the school's success in addressing past issues shows it is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in Nursery and Reception and make good progress from generally low starting points. However, their attainment when they leave Reception is still below that found nationally. The excellent provision made for their welfare means that they settle into school quickly and happily, have very good relationships with staff, and come to enjoy learning. Teaching is good and the adults are very skilled in helping children to develop their understanding and skills when they work with them in groups. Staff provide a range of exciting things for children to do which engage their interest and enthusiasm. There is a good balance between activities directed by the staff, and those which children choose for themselves. However, the adults sometimes miss opportunities to intervene in these self-chosen activities and develop children's understanding further. The provision for children to learn outdoors has weaknesses. The Nursery has a wide range of materials and equipment outside, and children

enjoy using them. However, outdoor learning is frequently planned as a separate activity, so children are not often able to move freely between indoor and outdoor play. The Reception class's outside area is very limited, and lacks any covered section, so it cannot be used in bad weather. The Early Years Foundation Stage is well led and managed. A particular strength, as in the rest of the school, is the frequent and regular assessment of how children are doing, and the effective use of the information to plan work that is well matched to the needs of individuals.

What the school should do to improve further

- Improve the consistency of teaching.
- Make more systematic arrangements to evaluate the impact of the school's work to promote community cohesion, and to analyse the needs of different members of its own community.
- Improve the provision for outdoor learning in the Early Years Foundation Stage, and integrate the use of existing provision more fully with other aspects of learning.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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**

11 March 2009

Dear Pupils

Inspection of Robin Hood Primary School, London, SW15 3QL

Thank you for all your help and your warm welcome when we visited your school. We enjoyed talking to you and watching you at work in class. We found that Robin Hood Primary is a good school. It has many good things about it. These are some of the most important things we found out.

- You all make good progress because the teachers are good at helping you to learn. In some lessons you make excellent progress. Not all lessons are as good as each other, and we have agreed with the teachers that they will work together to improve things so that you make good progress all the time.
- Your behaviour is good and you all get on very well together.
- The adults are very good at checking on how you are getting on. This helps them to make sure that anyone who needs extra help gets it.
- Children in the Nursery and Reception really enjoy their start to school and do well. We have suggested that the outside area for Reception needs to be better.
- The adults are good at organising the school. They make sure that everyone learns well, and that you are growing up into sensible and thoughtful young people. We have suggested that they need to be a bit more organised in how they work with the local community, and keep a careful eye on how this is going, in the same way they do for the other things that go on in the school.

Yours faithfully,

Steven Hill

Lead Inspector