

Robin Hood Junior and Infant School

Inspection report - amended

Unique Reference Number	103386
Local Authority	Birmingham
Inspection number	323813
Inspection date	13 November 2008
Reporting inspector	Bogusia Matusiak-Varley

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)	477
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Martin Collard
Headteacher	Neil Hopkin
Date of previous school inspection	17 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pitmaston Road Hall Green Birmingham B28 9PP

Age group	3–11
Inspection date	13 November 2008
Inspection number	323813

Telephone number
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Amended Report Addendum

Report amended due to administration error

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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 effectiveness of the Early Years Foundation Stage (EYFS) and improvements made to tracking children's progress since the last inspection.
- The progress pupils make throughout the school in acquiring basic skills of literacy, numeracy, and information and communication technology (ICT).
- The impact of senior leaders on monitoring teaching and learning and curriculum on pupils' progress.

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

Description of the school

This large school's population is mixed, with over 60% of the pupils of Pakistani and Indian heritage. Since the last inspection, the attainment of children on entry to the EYFS has declined. It is now well below that expected of three-year-old children. The leadership and management structure has altered significantly with many more staff given responsibility for improving provision and raising standards. The school has gained numerous awards including The Future Visions Award, The Becta Information and Communication Technology Award, The Arts Council Art Mark and The Creative Partnerships Change School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which is relentless in its quest to develop a love of life- long learning both within the school and the community. It is on a quest for excellence in all that it provides for its pupils. 'We don't place a ceiling on our pupils' achievements. This enables them to reach for the stars,' said one member of the senior staff. The vast majority of parents love the school. As one said, reflecting the views of many, 'Our children are valued here and all of them can succeed. The headteacher finds a way of unlocking each child's potential.'

Children in the EYFS get off to an excellent start and make exceptional progress in all areas of learning. As soon as school opens, parents of the youngest children flock into classrooms and start planning the day's tasks with them. This way, they are fully involved with their children's education. Exciting use of new technologies, participation in the arts, excellent provision for out of school learning, creation of an art gallery and activities such as bike mending are just a few ways in which pupils throughout the school are hooked into learning. 'We love it here,' said one member of the school council, 'because every day brings a new challenge. It's a pity we can't stay here till 10 o'clock at night every day of the week.'

Pupils' achievements are outstanding. Standards are consistently above average in reading, mathematics science, ICT and art. Overall, standards in writing are average but improving. This represents good achievement, though pupils' skills of presentation and spelling do not match their enthusiasm for this subject. Higher attaining pupils do really well and a high proportion reach the higher levels in national tests in English, mathematics and science at the end of Year 6. Pupils with learning difficulties and/or disabilities make very good gains in learning because members of staff work effectively on their specific areas of need.

Pupils' excellent achievements are promoted through an outstanding curriculum, consistently high quality teaching and a rigorous tracking and analysis of their progress. This information is used extremely well to plan tasks to meet pupils' needs and interest levels. Teachers make it clear to pupils what they expect of them and provide plenty of opportunities to check learning and challenge misconceptions. A particularly outstanding feature of the teaching is the expert use of new technologies, including film making, which supports learning very effectively. Pupils are consulted at all times about their learning and this information is regularly and effectively shared with parents. An innovative range of skills, relevant to everyday life, are developed through extra activities. Clubs are very well attended. Pupils are very well prepared for the next stage of their education because of the high level of attention given to the development of their personal qualities and key skills in literacy, numeracy and ICT.

Care, guidance and support for pupils are exemplary. As a result, pupils feel safe, secure and valued and this has a very positive effect on their personal development and well-being, which are outstanding. Behaviour and attitudes to learning are excellent. Attendance levels have improved because of the robust systems that are used to check on attendance and the school's swift response to any absences. The headteacher has built up a high level of trust with the parents and this has resulted in an extremely positive approach to school. Relationships are excellent and pupils say that their teachers set them a very good example. Individual targets do much to help pupils to understand and take responsibility for their learning. Pupils have excellent awareness of how to keep fit and healthy and gain a tremendous amount from the experience of working with various sports coaches. Pupils have an exceptional understanding of how to stay safe and are confident in talking about their fears and anxieties. Pupils make

an outstanding contribution to the community by raising money for charities and by participating in a wide range of religious festivals. They look after the environment and are very conscious of saving the planet through responsible recycling. Since the last inspection, and under the outstanding leadership and management of the headteacher, the school has made excellent progress. Systems are firmly in place to secure improvement and the safeguarding of pupils is now excellent. Self-evaluation is accurate and teamwork is excellent. Everyone feels valued and contributes to making the school a true learning community. The school has outstanding capacity to improve because the headteacher has implemented very good systems for raising standards, including rigorous evaluation of all aspects of provision. The newly formed governing body is very dedicated and knows the school well, but is not yet fully involved in rigorous school self-evaluation and evaluating the cost effectiveness of spending.

Parents are very appreciative of all that the school has to offer. As one said, 'Our children are very well looked after and are exceptionally well prepared for everything that life throws at them. The school helps them to be confident and respect those who are of different faiths and nationalities.'

Effectiveness of the Early Years Foundation Stage

Grade: 1

Outstanding provision is a contributory factor to the exceptional gains children make in learning, especially in their personal, social and emotional development. The EYFS provides all children with a happy and secure start to their school career. From a well below average level on entry, children make exceptional progress and achieve standards similar to those seen nationally in all areas of learning by the time they enter Year 1. Members of staff know their children very well and closely monitor their progress. The quality of group and individual tracking is of the highest standard and utilises the latest technology to produce a comprehensive record of progress. Children are involved in planning their learning activities and this develops their self-confidence exceptionally well. A very well structured curriculum ensures that there is a true balance of indoor and outdoor learning. Teaching is of the highest quality.

A real strength is the emphasis on independent learning and the initiatives that have been introduced to facilitate parental involvement in supporting their children's learning. Induction procedures are highly effective and transition to Year 1 is seamless. Leadership and management of this phase are highly effective. There is supportive teamwork and regular reflection on what makes for best practice. The overall emphasis within the EYFS is clearly on developing a love of learning alongside the acquisition of basic skills. Children are exceptionally well looked after and as a result they thrive on all that is on offer, developing outstanding attitudes to learning.

What the school should do to improve further

- Raise standards in writing by improving pupils' skills in spelling and presentation.
- Ensure that the governing body is regularly involved in school self-review and monitoring the cost effectiveness of spending on pupils' academic standards.

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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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

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

Achievement and standards

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

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
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 learners' needs?	1
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

14 November 2008

Dear Pupils

Inspection of Robin Hood Junior and Infant School, Birmingham, B28 9PP

Thank you for your hospitality when we inspected your school. We enjoyed watching your lessons. Thank you to those children who showed us around and informed us of the many wonderful things that you do in your school. You are absolutely right, you attend a fantastic school and we are so pleased that you enjoy learning. We saw that you are very happy and that you have exceptionally good attitudes to learning. You also do really well in your end of Year 6 national tests, especially in reading, mathematics and science. Your skills in ICT are fantastic. We were particularly impressed with a group of pupils from Year 6 who added music to their poetry writing based on the stimulus of the Second World War. Relationships throughout the school are excellent and we are so pleased that you have so many friends from different religions, backgrounds and nationalities. You know about healthy eating and you are really developing your skills of sportsmanship due to the fabulous range of sports clubs that you attend. You know a good deal about staying safe and you can identify any bullying and deal with it through peer mediation.

You are developing into highly effective learners who can make great changes to the society we live in. You are already doing this through your commitment to recycling and helping those less fortunate than yourselves. Well done! You have a very exciting curriculum and the teaching in your school is outstanding. Your teachers do everything that they can to make learning interesting, and you do very well in evaluating your learning and developing your skills of independence. Your school is extremely well led and managed. It has improved greatly since your previous inspection and is continually planning new improvements.

We have asked the school to help you to improve your writing skills. You can help by ensuring that you use correct spelling and that your work is presented neatly. We have also asked your governors to become more involved in helping the school identify its strengths and areas for development. You could help by informing them as to what works best for you and how you use the new resources that they buy to help you learn. This should help your school to become even more successful and even better at judging how well it meets your needs. Good luck for the future.

Yours sincerely

Bogusia Matusiak-Varley

Lead inspector