

Robinswood Primary School

Inspection report

Unique Reference Number	115730
Local Authority	Gloucestershire
Inspection number	338650
Inspection dates	9–10 June 2010
Reporting inspector	Michael Merchant

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	Richard Barnard
Headteacher	Martin Latham
Date of previous school inspection	10 June 2010
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons and observed 17 teachers. They held meetings with governors, staff and groups of pupils. They also talked to some parents and carers who were present at the start and finish of the school day. Inspectors observed the school's work, and looked at its improvement plan, minutes of governors' meetings, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 148 parents and carers and 98 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress, particularly of higher-attaining pupils and in science at Key Stage 2
- the extent to which the teaching takes account of the needs of the groups of pupils and how well teachers help all pupils to improve their work
- the effectiveness of the curriculum in motivating and inspiring all pupils and providing challenge for the high attainers
- the effectiveness of middle leaders and governors in checking attainment, progress and teaching and in contributing to the school's improvement.

Information about the school

This school is much larger in size than most other primary schools. The large majority of pupils are of White British heritage and the proportion of pupils who speak English as an additional language is much lower than is typically found. There are very high numbers of pupils who are known to be eligible for free school meals. The proportion of pupils identified as having special educational needs and/or disabilities, mainly speech, language and communication difficulties, is higher than is typically found but the proportion of pupils with a statement of special educational needs is average. The school achieved the Healthy Schools award in 2007 and in 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an exceptional school which has made outstanding progress since the last inspection and is serving its pupils and the community very well. One parent/carer spoke for many when saying, 'This school is forward thinking ... my child's progress has exceeded all our expectations.'

When children start in the Nursery, their skills levels are extremely low compared with those expected for their age. They get off to an excellent start and make outstanding progress because there is a very strong focus on developing children's social skills and ability to communicate with each other. By the end of Year 6, standards have risen considerably and are broadly average overall. This represents outstanding progress from pupils' very low starting points and nearly all pupils meet or exceed their challenging targets. Above-average numbers of pupils attain the expected standards in English and mathematics but too few attain the highest levels

Pupils' personal development is outstanding. A very positive atmosphere permeates the school, relationships are exceptionally strong and this, together with excellent care, guidance and support, results in happy learners. Pupils are given the self-confidence to see their potential, to work hard and aim high. They have a high regard both for their classmates and for the adults who work with them. Pupils display a commendable generosity of spirit, support a range of national and global charities and are always concerned, through their gardening and community work, to take care of the environment. All adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Pupils' joy of school is palpable and is evident in the ever improving attendance rate, which is above average.

The behaviour of pupils in lessons and around the school is impeccable although they are lively, questioning and were keen to engage inspectors in conversations about their school. They have been taught how to develop their independent-learning skills, yet work cooperatively, having highly developed skills of listening, taking turns and giving and receiving positive criticism.

Teaching is outstanding and makes a significant contribution to pupils' impressive rates of progress. Teachers have very good subject knowledge, give clear explanations and plan lessons very well. Teachers use assessment criteria skilfully to encourage learning, to analyse and improve performance, and to set challenging targets for individual pupils. The exciting curriculum ensures that learning is very meaningful and great fun. Mostly, it matches pupils' needs extremely well and does much to foster the development of pupils' independent learning skills. Occasionally, the work planned does not provide

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maximum opportunities for higher-attaining pupils to attain the grades of which they are capable.

The driving force behind the school's success is undoubtedly the dedicated headteacher. He has led the school for a number of years with unflagging enthusiasm and determination. However, he does not work in isolation. He is ably and very well supported by a deputy headteacher and senior team and encourages all staff to be creative in their own way. The governing body supports the school very well and plays a key role in promoting safeguarding and links with parents and carers. School self-evaluation is highly accurate. Most importantly, the school knows exactly what to do to sustain its journey of excellence and this, together with the successful action leaders have taken to ensure impressive improvement since the last inspection, means the capacity to improve further is outstanding.

What does the school need to do to improve further?

- Raise attainment to above average by increasing the numbers of pupils who gain the higher levels in national tests at the end of Year 6, by making sure that teachers' long-term plans fully support the needs of high-attaining learners.

Outcomes for individuals and groups of pupils**1**

The work seen by inspectors in lessons confirms the overall picture of pupils' consistently excellent progress in relation to their exceptionally low starting points, with pupils increasingly able to work at the levels expected for their age as they move up the school. Few pupils, however, are working at the highest levels in English, mathematics and science. Pupils enjoy school greatly, grow in confidence and develop very positive attitudes to learning. Pupils achieve well because most teachers expect much of their pupils and explain complicated ideas clearly. In an outstanding numeracy lesson in Year 6, pupils were learning at a blistering pace because of both the teacher's exceptionally high expectations of what he wanted them to learn and the challenging and fun tasks he set for them. The school is very conscious of the needs of all pupils and so there is very little difference in the progress made by the various groups of pupils. For example, the work is made interesting for boys and girls and the school works very effectively to support pupils with special educational needs and/or disabilities and to support fully those who enter the school with particularly low levels of attainment.

Pupils have an excellent understanding for their age of how to be safe in the community. They explain enthusiastically and knowledgeably the value of adopting healthy lifestyles and the need for exercise, reflecting the Healthy Schools award that the school has gained. They take advantage eagerly of the many opportunities to participate in the community and are very well informed about other people's needs. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure standards in English and mathematics, means that they are well prepared for the next stages of their lives. Pupils have a very well-developed understanding of right and wrong and a deep appreciation and

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enjoyment of the wonders of life around them. They relish responsibility and this is shown in the mature attitude of the school council and pupils' eager participation in community projects. For instance, many pupils have become involved in the Junior Wardens programme, in which they have trained, alongside members of other agencies, to participate in initiatives such as improving street care, safety and tackling anti-social behaviour.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The carefully structured curriculum contributes strongly to pupils' learning because the interests of pupils are very well met. The way subjects are seamlessly linked together is a significant strength and contributes strongly to pupils' learning. The curriculum supports pupils' personal development very well through highly effective personal, social and health education and there is an excellent focus on using visits to widen pupils' life experiences. In particular, the arts and music are strongly promoted. Parents and carers agree that children are looked after extremely well. Induction programmes are outstanding, for those who arrive throughout the year and those starting in the Nursery.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Child protection procedures are rigorous and the care for pupils needing additional support is outstanding. Excellent links with specialists help pupils with their learning, social skills and emotional development. Support for pupils with special educational needs and/or disabilities is especially strong and helps them to make excellent progress. The quality of teaching and engagement with pupils and their learning is outstanding. Teachers plan very well and adapt their lessons quickly in response to their assessment of pupils' understanding and progress. However, in longer-term plans, occasional shortcomings in guidance to meet the needs of high-attaining learners prevent more pupils reaching the highest levels in national tests. Typically, lessons are fast paced and fun. Teaching is lively, tasks and concepts are clearly explained, and activities provide very effective challenge so that pupils learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of 'talking partners', drama, role-play and activities using letters and sounds (phonics) help pupils make rapid progress in their speaking and writing. The school has set up very thorough systems to check on pupils' progress and these are used very well to ensure that none is in danger of falling behind and to enable teachers to set consistently the next steps for each pupils learning. Pupils have an excellent understanding of the quality of their work and what they need to do next in order to move forward.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a clear and unwavering vision for his school, which is supported and implemented by all staff. He is tenacious in his commitment to provide the best possible education for all pupils at the school and communicates his high expectations persuasively to staff. There is an obvious sense of purpose and, despite this being a school which thrives on innovation, it is strongly self-evaluative and monitoring is effective in holding people to account. Members of the senior leadership team and the subject leaders fulfil their responsibilities very well. There is no hint of complacency and there is a determination from staff at all levels to sustain and build upon the many gains of recent years. The school promotes equality for all pupils rigorously, through its sophisticated monitoring and exemplary support.

The governing body fulfils all legal requirements and gives good attention to the welfare of pupils and staff, with all safeguarding arrangements found to be effective at the time

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of the inspection. Arrangements for health and safety are good and risk assessments thorough. The governing body holds the school to account very well for its work and systems for evaluating the effectiveness of initiatives are robust. Community cohesion is good. Leaders have worked tirelessly to ensure that pupils are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every child. There is excellent involvement with the local community and a clear recognition that, because the school is situated in a predominantly White British community, it is developing more effective ways of widening pupils' first-hand experiences of the range of cultures present in the United Kingdom today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Excellent provision in the Nursery and Reception classes enables children to achieve very well and develop a good level of independence. Children love coming to school and parents and carers are very appreciative of the good start that their children receive. Staff have created a safe, attractive environment in which the needs of all children are very well met. The development of children's personal and social skills is outstanding. Excellent teamwork and rigorous assessment arrangements support children effectively, helping them to gain confidence and to learn school routines quickly. Highly effective teaching ensures that children make outstanding progress from their very low starting points. Many children join the Nursery with levels of skills and abilities that are more than one year behind those expected for their age. By the time they leave the Reception classes, many are working securely within their age-related goals. This is because a

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team of well-qualified adults support the children skilfully by asking focused questions that develop the children's understanding. There is a very good balance of activities led by adults and those from which children can choose. Children are developing excellent social skills because they are making choices and developing independence through working with others. Relationships between adults and children are outstanding. The impeccable behaviour is a result of the high expectations and the welcoming, calm environment. The highly effective leadership and management of the children's centre means that leaders are fully aware of the strengths and areas they wish to develop. They have created a vibrant, stimulating learning situation both indoors and outdoors. Children with special educational needs and/or disabilities are identified early, their progress is closely monitored and support is introduced when necessary. The impact of outstanding provision and teaching is that the children are happy enthusiastic learners.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents and carers who returned the questionnaire. A number of individual comments reflected the high quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities, and the excellent progress made by pupils. The inspectors agree with these views. The numbers of parental/carer criticisms were few and these were followed up as inspection trails during the visit. For instance, a small minority of parents and carers raised concerns regarding instances of inappropriate behaviour. Inspectors found behaviour in class and around the school to be outstanding. However, inspectors agree, along with the school, that the school can communicate more effectively with parents and carers about how the school deals with isolated instances of inappropriate behaviour. The views of the parents and carers interviewed informally in the playground confirm the positive responses in the questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Robinswood Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 435 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	61	54	36	2	1	1	1
The school keeps my child safe	102	69	45	30	1	1	0	0
The school informs me about my child's progress	82	55	64	43	1	1	0	0
My child is making enough progress at this school	86	58	58	38	6	4	0	0
The teaching is good at this school	94	64	50	34	4	3	0	0
The school helps me to support my child's learning	78	53	63	43	5	3	1	1
The school helps my child to have a healthy lifestyle	75	51	66	45	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	45	76	51	3	2	1	1
The school meets my child's particular needs	82	55	61	41	4	3	0	0
The school deals effectively with unacceptable behaviour	57	39	70	47	15	10	3	2
The school takes account of my suggestions and concerns	52	35	77	52	13	9	1	1
The school is led and managed effectively	80	54	59	40	5	3	0	0
Overall, I am happy with my child's experience at this school	92	62	53	36	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Pupils

Inspection of Robinswood Primary School, Gloucester GL4 6HE

Thank you so much for the very warm welcome you gave the inspection team when it came to visit your school recently. We enjoyed every minute of our time with you. A special thank you to those pupils who came and talked to us about their work and told us about all the wonderful things you are involved in. Here are some of the really good things we found out about it.

- Your headteacher and all the staff work very hard to provide you with the best education possible. They take great care of you and want to see you all achieve the best that you possibly can.
- You get off to a great start in the Nursery and you make outstanding progress as you pass through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are similar and sometimes higher than those in most other schools. This is because your teachers teach you very well and you also work very hard.
- We enjoyed particularly looking at your stunning artwork and listening to you sing and watching you drumming. These are just a few of the many things you learn in school and we were very impressed by the way subjects in your curriculum are linked together.
- The very best thing about your school (apart from the pupils and your excellent behaviour and attitudes to your learning) is that learning is fun and your teachers plan exciting and challenging activities for you.

Even though you go to an outstanding school, your headteacher, governors and staff still want the school to get better. They will be working to make sure that more of you gain the higher levels in the national tests that you take at the end of Year 6. We know you will continue to do your very best at Robinswood and we wish you all every success in the future.

Yours sincerely

Michael Merchant

Lead inspector (on behalf of the inspection team)

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