

# Robin Hood Junior School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 102984         |
| <b>Local Authority</b>         | Sutton         |
| <b>Inspection number</b>       | 346426         |
| <b>Inspection dates</b>        | 7–8 July 2010  |
| <b>Reporting inspector</b>     | Gill Close HMI |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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| <b>Type of school</b>                      | Junior   |
| <b>School category</b>                     | Community                                      |
| <b>Age range of pupils</b>                 | 7–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 349  |
| <b>Appropriate authority</b>               | The governing body                             |
| <b>Chair</b>                               | Mr Andrew Theobald                             |
| <b>Headteacher</b>                         | Mrs Emma Walford                               |
| <b>Date of previous school inspection</b>  | 17 June 2009                                   |
| <b>School address</b>                      | Thorncroft Road<br>Sutton<br>Surrey<br>SM1 1RL |
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|--------------------------|---------------|
| <b>Age group</b>         | 7–11          |
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 10 lessons and visited briefly a further 18 lessons and 4 small group support sessions, during which time they saw all 13 class teachers. They spoke to pupils, staff, parents, carers, the Chair of Governors and a representative from the local authority. They observed the school's work, and looked at pupils' books, records of pupils' attainment and progress, attendance figures, school policies, files for vulnerable pupils, reports of observation of teaching and other monitoring, improvement plans and self-evaluation. They also scrutinised the findings from recent surveys the school had carried out with parents, carers, staff and pupils.

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

- attainment and progress in all year groups, particularly in writing and mathematics
- the extent to which teaching challenges all learners, in particular the higher attainers
- the effectiveness of leaders at all levels in monitoring, evaluation and planning for improvement.

## Information about the school

Half of the pupils at Robin Hood Junior School are of White British heritage and half are from a wide range of ethnic backgrounds. One quarter speak a first language other than English, of whom a few are at an early stage of fluency in English. An average proportion of pupils have special educational needs and/or disabilities, the most common being dyslexia or behavioural, emotional and social difficulties. The percentage of pupils known to be eligible for free school meals is average. There are more boys than girls in the oldest three year groups, but more girls than boys in Year 3. At its last inspection, the school was judged to require special measures.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Robin Hood Junior School is providing a satisfactory standard of education.

Staff have worked hard to increase the progress pupils make and it is now satisfactory. In Years 5 and 6, pupils' progress has substantially redressed previous underachievement. Although this has raised attainment, it remains broadly average. It is highest in science and lowest in writing. Progress varies across groups and subjects, being slower in younger years, for higher attainers, for boys and in writing. Teaching has improved. It is satisfactory, with fewer weaknesses and an increased amount that is good. Teachers provide clear explanations that enable pupils to complete work correctly. Learning is satisfactory, rather than good, where lessons do not challenge everyone to think hard or allow them enough time to participate in activities that develop their skills and independence. Neither do they focus enough on building pupils' understanding or adapted in the light of careful checking of pupils' progress.

Pupils' progress and attainment have also been improved through the increased rigour in the tracking of their performance and the matching of small group teaching and support in class more closely to their needs. The impact has been strongest in reading and more variable in writing. The sound curriculum uses themes effectively to interest pupils and makes some good links across subject areas, but misses some opportunities to develop skills in literacy, numeracy and information and communication technology (ICT) in a wider range of contexts. In English and mathematics, some activities are designed to stretch higher attainers, although plans do not ensure challenge throughout the lesson or across the curriculum.

A real strength of the school is the good quality of care for its pupils. This helps them to develop into sensible, well-behaved members of an integrated and friendly school community. Pupils feel very safe, take responsibility to help others and know well how to stay healthy. Good support for vulnerable pupils helps them overcome difficulties and enjoy school.

Senior leaders make accurate evaluations of the school's provision and its impact. Their plans and actions have improved rapidly the quality of teaching and intervention, increased teachers' accountability for their pupils' progress, and tackled effectively a backlog of underachievement. They recognise correctly that more remains to be done to raise the attainment of each year group to at least as far above average as their attainment when they joined the school and have steps in place to achieve this. The pertinent actions, honest evaluation and impact demonstrate that capacity for further

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improvement has risen to good, even though planning does not consistently include measurable criteria for judging the impact of actions on outcomes for pupils and is not linked sharply to evaluation for all subjects. Improved tracking systems have begun to show more clearly the progress made by pupils of differing attainment throughout Key Stage 2 in English and mathematics. Nevertheless, their use by leaders at all levels, including governors, remains an area for improvement in monitoring the progress of groups of pupils across subjects.

**What does the school need to do to improve further?**

- Raise attainment and progress across all year groups, particularly for higher attainers, by improving rapidly the quality of teaching and learning in whole classes and small groups through:
  - challenging all pupils consistently, especially higher attainers, and building on their knowledge and experience
  - providing more time for pupils to be actively involved in their learning, developing their ideas and independence, and thinking hard
  - gauging more effectively throughout lessons how well pupils understand the work and are progressing, then adapting teaching accordingly
  - focusing assessment activities on understanding, and providing pupils with clearer advice on how to improve, followed by opportunities to respond.
- Match the curriculum more closely to needs through:
  - providing more opportunities to use literacy, numeracy and information and communication technology in all areas of learning
  - supporting the rapid development of writing, particularly for those whose work is below expected levels
  - consistently stimulating and challenging high attainers.
- Develop the skills of leaders at all levels, including governors, in improving teaching and raising attainment and progress through:
  - monitoring more closely the progress of groups of pupils across subjects and the impact of intervention
  - linking planned actions more sharply to evaluation, with criteria for measuring their impact on outcomes for pupils.

**Outcomes for individuals and groups of pupils****3**

Pupils make satisfactory progress in lessons and small group support sessions. They pay attention and try hard. Sometimes they listen for too long to give them sufficient time to develop their own ideas and independence. For higher attainers, the whole-class parts of the lesson are not consistently hard or new enough for them to make good progress, even when they are given some challenging activities to work on individually.

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Progress and attainment have risen across year groups since the last inspection. Achievement is satisfactory. Although some pupils make good progress, the majority make satisfactory progress and attainment is average. School records for all year groups show that the proportion of pupils on track to reach the expected Level 4 is broadly average, but that fewer than average are on track to reach the higher Level 5. Although this proportion has risen since last year. Procedures in place and improvements to date demonstrate that leaders recognise the urgency of continuing to increase pupils' progress across year groups so that attainment rises, given pupils' slightly above average attainment when they join the school.

Pupils with special educational needs and/or disabilities, including those with dyslexia, make satisfactory progress. It is stronger in reading than in writing. Pupils with behavioural, social and emotional difficulties make good progress in these areas of their personal development. Support for pupils at early stages of learning English has improved; it enables them to make similar progress to their peers. The school's tracking records show that pupils who join the school without Key Stage 1 assessment results also make satisfactory progress.

Pupils enjoy coming to school. They get on well with each other and with staff, feeling confident that they can turn to an adult if they need to. Incidents of bullying are rare and are dealt with effectively. Pupils behave well in lessons and around the school showing a kind and considerate attitude towards each other, although there are occasions when a very few do not maintain these high standards in lessons. Their spiritual, moral, social and cultural development is good. Pupils have a strong sense of right and wrong, and keenly identify causes for which they want to raise money, such as the earthquake in Haiti. They act as buddies for younger pupils and contribute well to the local community, for example by making their concerns known to the council and the police about a local car park. Pupils take part in a range of physical activity, know how to eat healthily and use the healthy snack bar that is run by pupils at break time. Attendance and punctuality have improved. Attendance is average, although the proportion who are persistently absent is slightly above average. Together with their average level of skills in applying numeracy, literacy and information and communication technology in various contexts, this prepares pupils soundly for their future economic well-being.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teaching is satisfactory. It enables pupils to make satisfactory progress. There are a number of reasons why learning and progress are satisfactory but not good. Sometimes pupils spend too long listening, so do not have enough time to work on their own, activities do not challenge them sufficiently or teachers do not check well enough how pupils are getting on. Teachers plan different work for groups in the class and show them clearly how to carry it out. They share with pupils the necessary steps but do not always identify criteria to help both them and the pupils assess how well the completed work has been understood or contributes to meeting their targets. Pupils spend some time talking with a partner and working in a group to help them clarify their ideas and thinking. They have begun to assess how well they have met learning objectives, but are sometimes asked to base their judgements on minor features rather than understanding. Teachers and teaching assistants help individuals who are stuck so they can take the next step, although they do not focus consistently on enhancing pupils' understanding and talking about reasons. Teachers adjust work that many find too easy or hard but do not monitor rigorously, or set collaborative activities to identify quickly, how everyone is getting on and adapt the lesson accordingly. Consequently, some pupils do not make good progress because they are slow to start, spend too long attempting work that is too hard or too easy, or make too many errors. Pupils have some opportunities to develop independence through their own ideas or solving problems where they need to think hard about the method, but often the steps or choices are identified for them or the methods are too similar in the activities they are given. The quality of marking varies, with some that sets pupils explicit next steps and gives them

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time to respond, but other instances consist mainly of ticks or brief comments. The lessons where pupils learn well and make good progress are characterised by high expectations, a shared understanding of evidence of successful learning, repeated reference on how to improve, a range of short activities, and much talk and collaboration between pupils.

During the last year there has been a focus on improving English and mathematics. Links for writing across the curriculum have been increased, but further opportunities are needed to raise standards, particularly for higher attainers. Intervention programmes provide satisfactory support for those who have fallen behind in reading and writing, but impact has been slower in writing than in reading. Pupils have inconsistent opportunities to develop and apply their information and communication technology and numeracy skills in other subjects. Classroom displays support learning and are motivating. Pupils enjoy playing brass instruments, learning French, and the many clubs. Some would like more time on subjects other than English and mathematics.

Staff care for pupils well, ensuring that they feel very safe and make smooth transitions between schools. Effective work with families and new reward systems have reduced absence. Interventions and support for vulnerable children are matched sensitively to their needs and have had a marked effect on their personal development.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

Senior leaders have successfully harnessed the energy of all staff to focus on improving attainment and progress through greater accountability. Leaders of English and mathematics monitor effectively pupils' performance and the quality of provision. Leaders in other subject areas are moving from descriptive to evaluative reviews and identifying some appropriate actions, although they have a less frequent overview of whether pupils are working at a high enough standard. School planning and targets have led to improvement, but criteria for judging the impact of actions and interventions are not always measurable in terms of outcomes for pupils. Monitoring of teaching is accurate has contributed to improvement. Areas for improvement have recently been summarised so that progress on them can be more precisely supported and evaluated. Systems for tracking pupils' progress are effectively informing intervention in English and mathematics, although not in science. There is room for them to be more firmly



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based on assessment of pupils' ongoing work, and to show more readily the progress of groups, such as by gender and levels of prior attainment, and the proportion on track for two levels of progress across the key stage.

Governors know the strengths and weaknesses of the school. Sometimes they do not have information that is focused enough to sharpen the degree of challenge they provide, such as the proportion of pupils in each year group on track for Level 5 in comparison to national figures. They have collected information from parents, staff and pupils, and are reviewing policies. They meet their safeguarding responsibilities rigorously.

Good safeguarding procedures ensure that staff are well trained and risks are identified and followed up meticulously. Work with partner agencies supports pupils' well-being effectively but there is scope for closer partnerships to support learning, particularly for higher attainers. The school promotes equal opportunity effectively and has successfully raised the progress and attainment of pupils who had fallen behind, although a few have made only slight progress. Effective policies are in place but there is room for them to specify more precisely a broader range of actions so that their impact on achievement, other outcomes and participation of groups can be reported on each year. The school has an appropriate action plan to promote community cohesion. It contributes to this effectively at the local level, for example through links with the local Tamil population. The school is a harmonious community.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

**Views of parents and carers**

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Inspectors spoke with parents and carers, and scrutinised the findings of a survey recently carried out by the school to which 79 parents and carers responded. These parents and carers expressed confidence in the school and said that their children enjoy attending and feel safe. They found the website helpful in informing them of events, but a few said they would like information more frequently about what was going to be taught so that they could help their children. A few raised issues or thought that parents' views were not sought or acted upon effectively. Inspectors find that although views are sought through an annual questionnaire, the parent champion and opportunities to meet with staff, there is room to involve more parents and carers

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| 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.**



14 July 2010

Dear Pupils

Inspection of Robin Hood Junior School, Sutton SM1 1RL

On behalf of the inspection team I would like to thank you for welcoming us so warmly when we visited your school and for telling us about it. We found that it has improved so that inspectors no longer need to visit it each term.

You are making satisfactory progress but we have asked teachers to help you to do even better, especially those of you who are working at higher levels already. In some lessons you make good progress, but in others you do not. We have asked teachers to make sure that lessons challenge you to think hard all of the time, and give you longer to work on your own and develop independence. We have also asked teachers to check during lessons how well you understand the work, as well as whether you can do it, and to give you time to follow up the comments they make on your work. We have asked the school to give you more opportunities to improve your writing, numeracy and information and communication technology in other subjects. You can play your part by thinking hard and asking questions to help you understand.

We found that you enjoy school, behave well and work hard, get on well together, and help others. Teachers look after you well. You told us that you feel safe and have an adult to turn to if there is a problem.

Teachers keep track of your progress and help you to do better. We have asked them to check everyone's progress more closely and to make more precise plans to help the school continue to improve more quickly.

I wish you every success in school and in helping it to improve.

Yours sincerely

Gill Close

Her Majesty's Inspector

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