

Robinsfield Infant School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 101117 |
| Local Authority | Westminster |
| Inspection number | 354945 |
| Inspection dates | 28–29 March 2011 |
| Reporting inspector | Jacqueline Marshall |

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

| | |
|--|--|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 249 |
| Appropriate authority | The governing body |
| Chair | Tony Howells |
| Headteacher | Naomi Leaver |
| Date of previous school inspection | 17 October 2007 |
| School address | Ordnance Hill London Westminster NW8 6PX |
| Telephone number | 020 7641 5019 |
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| Email address | office@robinsfieldinfant.co.uk |

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in nine lessons, observed eight teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They observed the school's work and looked at school documentation including policies, pupils' progress data, attendance figures and the school's improvement planning. They scrutinised pupils' work and evaluated 116 parental and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly groups such as the most able in mathematics.
- The extent to which the school's actions to tackle persistent absenteeism have been successful.
- The use staff make of assessment information to support and challenge pupils' learning, particularly those at the early stages of learning English. The effectiveness of leaders in checking, reviewing and taking actions to improve the quality of provision and raise standards in mathematics.
- The effectiveness of leaders in checking, reviewing and taking actions to improve the quality of provision and raise standards in mathematics.

Information about the school

This is an average sized infant school. The pupils come from both White British families and a wide range of other minority ethnic backgrounds. Over half of the children speak English as an additional language and of these, the large majority join with little or no English, with 42 different first languages recorded. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is above average. Over the last two years there have been many changes to staff and the governing body. An additional Reception class has been added to accommodate a borough-wide shortage of reception places. The school has recently achieved the Enhanced Healthy Schools Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since its previous inspection, it has successfully maintained above average standards as well as the good level of pastoral care, guidance and support it provides, ensuring that pupils feel safe and well cared for and thrive in their personal development. Pupils benefit from good relationships with staff and their behaviour is good both in lessons and at play; they show considerable support for one another regardless of age, gender or ethnicity. They talk with enthusiasm about their school and have a good understanding of how to stay safe and lead a healthy lifestyle, as demonstrated in their keen take-up of extra-curricular clubs.

The school has effectively focused on improving teaching and learning for the pupils throughout a period of staff changes and recent appointments. Senior leaders have a clear awareness of the school's effectiveness and what it needs to do to bring about improvement. For example, there is a strong commitment to raising achievement which has risen steadily as the school has focused effectively on systematically developing pupils' basic skills, including in mathematics and reading. This success, combined with the fall in the number of persistent absentees, shows the school's good capacity for sustained improvement. The school is now focusing on improving attendance through its close work with families whose children are too often absent, late for school or take extended holidays during the school term. The governing body has begun to become more actively involved in checking how well the school is tackling such issues and promoting regular attendance to parents and carers.

Pupils achieve well because teaching is good and enables them to progress well in lessons that are lively and interesting. In this caring school, all staff know pupils' abilities well because teachers regularly check on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Although there is a small degree of variability between different classes, all groups of pupils, including the most able in mathematics, make at least good and sometimes better progress from their starting points in the Early Years Foundation Stage until they leave to join the junior school. This is because of the considerable skill with which the school adapts and targets the support it gives pupils of different abilities and those at the early stages of learning English. Across the school, teachers' day-to-day marking is good. However, not all pupils are regularly reminded of their targets or made aware of the next small steps needed to improve their work. These factors limit their ability to take responsibility for their learning. Similarly, some inconsistencies in the use of assessment remain and opportunities are sometimes missed to set suitably challenging work for all pupils.

What does the school need to do to improve further?

- Improve attendance by:

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- ensuring that persistent absence is reduced by working directly with the families of the very small number of pupils
- promoting the importance of good attendance to all pupils, parents and carers and involving the governing body in maintaining this as a high priority across the school. who are too often absent promoting the importance of good attendance to all pupils, parents and carers and involving the governing body in maintaining this as a high priority across the school.
- Accelerate pupils' progress by:
 - making better use of assessment information to ensure that lessons always challenge and engage pupils well
 - ensuring teachers regularly use individual and group targets as well as marking to remind pupils exactly what to do to improve their work and the next steps in their learning. ensuring teachers regularly use individual and group targets as well as marking to remind pupils exactly what to do to improve their work and the next steps in their learning.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well academically. They are clear about their learning, talk with confidence and share their ideas willingly with one another. During a literacy session as the teacher modelled ways to improve their descriptive writing, pupils in Year 2 were keen to refine their own work. Using skills from good prior learning and a sound knowledge of what they were learning in the lesson, they confidently discussed alternative adjectives and connectives and contributed their own suggestions about how each other's work could be improved. Pupils of all ages talk eagerly about what they have been learning and know they have individual targets. They are keen to know how to improve when their work is marked, which engages them effectively in the next steps in their learning.

The upward trend in attainment in the Year 2 national assessments over the last three years is above average. This demonstrates the good gains pupils make from their generally below average skills and understanding when they join the Nursery. As part of a whole-school focus on improving the quality of assessment, the school has ensured different groups are targeted effectively to enable them to make equally good gains. Consequently, all pupils, including those with special educational needs and/or disabilities, those at the early stages of learning English and increasingly those known to be eligible for free school meals, make the same good progress in reading, writing and mathematics.

Across the school, pupils achieve well in their personal and social development.

Behaviour is well managed, with most pupils saying that they enjoy school, feel cared for and know they can talk to someone if they have any problems. Pupils' enjoyment of school life is evident in their eagerness to take on responsibilities and their very supportive approach to one another, which helps make the school a very safe and welcoming place. Pupils' spiritual, moral and social development is good and, with many different ethnic heritages represented in the school population, their cultural awareness within the school is particularly strong. Pupils' ability to work well together from an early age, their good communication skills and their improving awareness of the importance of punctuality and regular attendance are key factors in pupils' good development of basic skills and preparation for their future life and learning.

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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 | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

How effective is the provision?

The key features of the effective teaching are the good relationships adults have with pupils and the interest and fun generated in lessons, which help pupils to develop positive attitudes to learning. In a Year 1 mathematics lesson, the teacher used images of the Asian mathematician who discovered partitioning to encourage pupils to see themselves as mathematicians and introduce the topic in an interesting and engaging way. The teacher and teaching assistant successfully modelled the partitioning of numbers, providing a very helpful starting point for pupils' own problem solving. Pupils were given every chance to talk about their learning, confidently sharing their ideas and thoughts and consequently, were very motivated and worked well collaboratively. Where teaching is less strong, though still good, opportunities are sometimes missed to use questioning to extend and stretch pupils' understanding.

During lessons, adults discuss with pupils just how they can improve their work, though opportunities to regularly link this to their targets and accelerate progress are sometimes missed. ♦ The effective use of well-trained additional adults in leading small groups and within the class ensures pupils, particularly those with a statement of special educational needs, are supported well in their learning. Since the previous inspection, the school has been increasingly successful in improving provision and outcomes for the most able. Following their most recent success, increasing the proportion of girls reaching the highest

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levels in mathematics, they are currently targeting the most-able boys in their writing. Engaging visits, such as the visit by Year 2 pupils to nearby London Zoo as part of their focus on London topic, help to bring the curriculum alive. These creative links between subjects help to stimulate and foster pupils' interest and provide opportunities to engage pupils, such as those at the early stages of learning English in particular, in their learning. Clubs effectively promote pupils' positive relationships and encourage healthy lifestyles.

Pupils' welfare and personal, social and health needs are catered for well because the school works closely with parents and carers as well as outside agencies where needed. The rise in pupils' progress has in part been due to the school's success in improving attendance to the current average level. However, better attendance remains a priority for a very small minority of pupils. The school's particularly effective efforts to support the whole school community are evident in many ways. For example, its work with pupils and families who might otherwise find it difficult to access education is evident in their increased involvement in school activities as well as in rising attendance. ♦ Similarly, where needed the school is very good at adopting a creative approach in order to best support its pupils and their families. Workshops run during school time involve parents and carers successfully in improving the diet and healthy choices pupils make. This really is a school where 'every child matters' and staff at all levels go the extra mile to make a difference.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a particularly clear vision for the school, which is shared by all members of the senior leadership team. There is a positive team spirit and a strong atmosphere of 'can do' among the whole staff. Good links with parents and carers are helping the school to achieve its goals. Over the last two years, leaders have become fully involved in analysing performance data to see how well the school is doing, to plan actions for improvement and hold teachers to account for their pupils' progress. Subject leaders play an effective part in checking how well their subject is doing and planning for improvement, with the result that pupils' progress is rising steadily. However, while such information is shared with all leaders, the governing body has yet to use this fully when checking how well the school is doing, planning for improvement or taking a leading role in promoting issues, such as attendance, with parents and carers.

All staff play their part in ensuring that safeguarding procedures are good, with the governing body making appropriate checks on the school's procedures and systems. The school's promotion of equality and diversity is good because it takes effective steps to

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tackle discrimination to make sure that pupils from all backgrounds perform to a similar standard, while ensuring the most vulnerable pupils have the opportunities to achieve as well as their peers. Pupils are encouraged to play their part in the school and the local community, and their understanding and contribution are developing well in these areas. The school is making good progress in promoting pupils' understanding of communities and cultures in national and global contexts.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| 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 | 2 |

Early Years Foundation Stage

Children in the Nursery and Reception classes grow quickly in confidence, becoming enthusiastic learners because of the strong focus on their pastoral care and developing their communication skills. The newly opened outdoor area for nursery children is already being used to the full, effectively encouraging children's exploration of their surroundings as they plant seeds, herbs and flowers in the new beds. Much has been done in the Reception classes to develop aspects of their outdoor learning environment in order to provide rich and stimulating surroundings. Activities are increasingly well planned so that children can build on their knowledge and understanding both indoors and outdoors. Due to effective teaching, particularly in the Nursery class, children make good progress in all areas of learning, especially their communication skills which are often particularly weak when they start. ♦ Consequently, they start in Year 1 with broadly average attainment.

Teaching is good and the children learn well from the high quality interventions they receive from teachers and other adults as they play. In general, learning opportunities are well planned so that children build on their knowledge and understanding both indoors and outdoors. However, opportunities are sometimes missed to plan activities that specifically extend children's learning and accelerate their progress. The curriculum is adapted effectively, using the children's own interests to engage them in learning.

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Communication with parents and carers is good, with regular opportunities for them to discuss their children's learning and with profile books being developed well to give parents and carers a better understanding of how they can help their children's development through everyday activities. Assessment information is used effectively to promote learning and to demonstrate the good gains that children make in all areas of learning. With recent staffing changes and the formation of an additional Reception class, the Early Years Foundation Stage leader has been extremely successful in maintaining the effectiveness of provision and the children's good achievement.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The return of questionnaires from parents and carers was average for this type of school. The vast majority of responses were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils' health and the quality of teaching. Typical comments about the school included, 'A very strong learning ethos in a very happy atmosphere', 'The staff create a warm, caring and fun learning environment' and 'It gives them the best possible start to their education.'

A very small minority reported concerns over how the school helps parents and carers with their children's learning and the extent to which the school takes account of their suggestions and concerns. Evidence gathered during the inspection showed that regular meetings are held to discuss pupils' progress and learning and the school's open-door policy which encourages more informal opportunities to talk to staff is welcomed by parents and carers. The school regularly seeks parents' and carers' views. Parental concerns are dealt with promptly, as evidenced in some questionnaires which commented positively on this aspect of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Robinsfield Infant 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 76 | 66 | 38 | 33 | 0 | 0 | 1 | 1 |
| The school keeps my child safe | 71 | 61 | 37 | 32 | 4 | 3 | 2 | 2 |
| My school informs me about my child's progress | 55 | 47 | 48 | 41 | 9 | 8 | 3 | 3 |
| My child is making enough progress at this school | 54 | 47 | 48 | 41 | 9 | 8 | 3 | 3 |
| The teaching is good at this school | 64 | 55 | 42 | 36 | 6 | 5 | 0 | 0 |
| The school helps me to support my child's learning | 49 | 42 | 47 | 41 | 11 | 9 | 4 | 3 |
| The school helps my child to have a healthy lifestyle | 57 | 49 | 56 | 48 | 1 | 1 | 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) | 37 | 32 | 58 | 50 | 6 | 5 | 4 | 3 |
| The school meets my child's particular needs | 43 | 37 | 60 | 52 | 6 | 5 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 49 | 42 | 54 | 47 | 6 | 5 | 2 | 2 |
| The school takes account of my suggestions and concerns | 40 | 34 | 54 | 47 | 10 | 9 | 5 | 4 |
| The school is led and managed effectively | 48 | 41 | 53 | 46 | 9 | 8 | 3 | 3 |
| Overall, I am happy with my child's experience at this school | 66 | 57 | 43 | 37 | 3 | 3 | 1 | 1 |

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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



30 March 2011

Dear Pupils

Inspection of Robinsfield Infant School, London, NW8 6PX

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school and we agree that your teachers plan many interesting things for you to do. You get on with one another well and behave well in lessons and around the school. We think your school gives you the right help so that you know how to keep healthy and safe.

The inspection team has found that your school is good. The curriculum planned for you meets your needs well and teachers help you make good progress in your work. The leaders in the school know what needs to be done to make your education better. In order to help you to make faster progress, we have asked the staff to do two things.

- Work with you and your families to make sure you miss as little of your learning as possible by attending school regularly.
- Make sure your lessons are always challenging enough and that you know the next steps in your learning.

You can all help by continuing to be kind and considerate to one another. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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