

Robinsfield Infant School

Ordnance Hill, London NW8 6PX

Inspection dates

9–10 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Robinsfield is a welcoming, friendly and inclusive school where pupils are happy, safe and settled. Staff are proud to work at the school and parents and carers are pleased with the education and care provided to their children.
- The executive headteacher and senior leaders are well respected by pupils, staff and parents. Leaders are ambitious for the school and have worked well to maintain the quality of teaching and learning since the previous inspection.
- Pupils behave impeccably well. They are highly motivated, listen attentively and demonstrate excellent attitudes to learning.
- The school's work to promote pupils' personal well-being is excellent. The executive headteacher, supported by her staff, is relentless in ensuring that pupils, especially the most vulnerable, are very well supported.
- Teaching is good. Teachers work effectively with other staff to ensure that pupils are well supported in lessons. However, sometimes work is not well matched to pupils' needs. In some lessons, teachers do not plan activities that are sufficiently challenging.
- While teachers have high expectations of pupils' work in English and mathematics, these are not consistently strong in other subjects. This applies particularly to art, music and the humanities.
- In 2017, the proportion of pupils who achieved the expected standards in reading, writing and mathematics was higher than the national average. Also, a higher-than-average number of pupils attained the greater depth standards in their learning.
- Overall, pupils make very good progress in reading, writing and mathematics. However, some small gaps exist between different groups of pupils. Leaders are working effectively to diminish these.
- Governors have supported leaders well, particularly through a period of change for the school. They are becoming increasingly effective at challenging leaders' assertions and finding out for themselves about the quality of learning throughout the school.
- Staff in the early years make learning fun. Children make good progress in their learning and develop the skills needed for Year 1. Nursery provision is particularly effective.
- Pupils enjoy a wide range of subjects and are particularly excited about the enrichment opportunities provided. However, leaders do not check pupils' progress consistently well in all subjects. In addition, planning for the wider curriculum is not consistently effective.
- Pupils love coming to school. Attendance has improved and matches the national picture.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers' expectations of what pupils can achieve are consistently high, particularly in subjects other than English and mathematics
 - teachers provide pupils with work that is sufficiently challenging and well matched to their abilities.
- Improve the effectiveness of leadership and management by:
 - checking pupils' progress and the quality of teaching in art, music and humanities with the same rigour as English, mathematics and science
 - ensuring that pupils make consistently strong progress and learn well in subjects other than English and mathematics
 - diminishing any minor differences in the progress of some groups of pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the executive headteacher, together with her senior team, has maintained the high standard of education provided to pupils. She is a strong leader who is ambitious for the school and makes sure that staff do whatever it takes to ensure that pupils are happy, safe and achieve well.
- Two of the three senior leaders had just started their maternity leave at the time of this inspection. The executive headteacher and governors have ensured that this period of change is well managed. Interim leaders are knowledgeable and capable. They work together effectively with other staff to maintain good teaching throughout the school and ensure that key leadership responsibilities are covered well.
- Leadership of teaching is strong. Professional development opportunities are well planned and help all staff improve the quality of their practice. New teachers are supported particularly well by experienced teachers and mentors. The staff are positive role models for pupils and work together effectively to share ideas, plan exciting learning activities and continually refine their teaching strategies.
- Leaders know pupils very well. They analyse the progress of different groups effectively to find out where gaps exist in pupils' learning. While leaders identify interventions for groups and classes, they are also very clear about establishing the individual needs of each pupil extremely well. Leaders use pupil progress meetings well to plan for each pupil's learning and pastoral needs.
- The additional funding to support disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is used effectively. These pupils make good progress in their learning and achieve well.
- Pupils' spiritual, moral, social and cultural development is very well promoted. At the heart of the school's work is the strong focus on pupils' well-being. Pupils enjoy many opportunities to make decisions, learn about modern Britain and understand the importance of valuing themselves as London citizens and the many cultures that are celebrated at Robinsfield.
- The proportion of pupils who leave and join the school other than at the usual times of the year is higher than average. Leaders manage this well. They waste no time in helping newly arrived pupils settle and make good progress.
- Leaders make sure that pupils learn a range of curriculum subjects. Teachers plan activities that allow pupils to learn beyond the classroom, including a range of visits to local points of interest. Teachers make good use of London for visits and activities, for example pupils visit the Jewish Museum. These extend pupils' learning well.
- Pupils enjoy the enrichment opportunities provided, especially the drama sessions led by external professionals. The school is at the heart of the community and the grounds are used effectively to promote outdoor education. Pupils learn outside and make good use of the garden area to grow vegetables.
- Leaders do not check the quality of teaching, learning and pupils' progress in subjects such as art, music and the humanities as well as they do in English, mathematics and science. Planning and assessment for the wider curriculum is not consistently strong.

Governance of the school

- The governing body shares the executive headteacher's vision and ambition for all pupils to achieve highly.
- Governors support senior leaders well. They have overseen the recent interim leadership arrangements effectively to ensure that pupils continue to receive good-quality teaching and that school systems continue to be implemented well.
- Governors make sure that safeguarding arrangements are secure and that their statutory duties are fulfilled. They use training opportunities well to keep up to date with current legislation and changes to the education landscape.
- Governors' checks on the quality of provision are improving. Link governors visit the school regularly to focus on key aspects of the school's work. The chair of governors works closely with the executive headteacher to ensure that standards are maintained and that priorities for further improvement are addressed effectively.
- Governors are becoming increasingly effective at checking the impact of leaders' actions, including how well the pupil premium funding is spent.

Safeguarding

- The arrangements for safeguarding are effective.
- The checks made on the suitability of staff who work in the school meet requirements. Leaders make sure that staff are well trained and know what to do should they have concerns about a pupil's welfare. Staff understand the latest guidance related to keeping children safe.
- The culture of safeguarding and the promotion of pupils' well-being are very strong. Pupils are clear about how to report any concerns they have and know that adults in the school keep them safe. Teachers plan lessons and assemblies for pupils to learn how to keep themselves safe, including when they use the internet.
- The executive headteacher and governors have made changes to the school site, including new entrances and exits to improve security further. Staff are vigilant and make sure that the school is safe for pupils. Leaders have a very clear understanding of the school's local context and provide training to staff that is particularly relevant to the school's community.
- Partnerships with parents and other professionals are effective. Leaders deal with concerns about a pupil's well-being swiftly and appropriately to keep pupils safe from harm.

Quality of teaching, learning and assessment

Good

- In all classrooms, teachers are positive role models for pupils. Pupils respond very well to routines and teachers' expectations for learning and behaviour.
- The teaching of phonics is strong. Teachers' subject knowledge is consistently good between classes. Pupils learn to segment and blend sounds accurately and apply these well in reading and writing activities.

- Teachers use questioning effectively to check that pupils have understood new concepts. They provide many opportunities for pupils to talk about their learning and share their ideas. Pupils are encouraged to give reasons for their answers and to develop confidence in their learning.
- Work in pupils' books and on displays around the school demonstrates the high expectations of written work. From the early years, pupils are taught how to join their letters. Adults are good role models for writing. Pupils' written work is very good. They learn to write in full sentences, spell correctly and develop an age-appropriate understanding of grammar. Pupils write imaginatively and for a range of purposes.
- Teachers have worked hard to understand what constitutes 'greater depth' standards at the end of Year 2. In all classes, pupils are provided with opportunities to write at length, solve problems in mathematics and deepen their understanding in reading.
- Teaching assistants and additional adults in classrooms are well deployed. They work well with teachers to help pupils learn well. Modelling of key strategies, particularly in mathematics, is good. Small-group teaching both during and outside lessons is used effectively to help pupils make good progress.
- Sometimes, teachers do not use what they know about pupils' prior learning well to plan activities that are suitably challenging. In these cases, pupils are given work that is too easy for them, particularly in mathematics and science.
- Overall, teachers expect pupils to do well and convey these high expectations for good listening and learning during lessons. Nevertheless, in subjects other than English and mathematics, these high expectations are inconsistent. The quality of work in pupils' topic books, for example, is not as good as their English and mathematics books

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The executive headteacher, together with other staff, put pupils' well-being at the heart of their work. Pupils and families whose circumstances make them vulnerable are extremely well supported by leaders.
- Staff promote pupils' emotional and personal well-being very effectively. Pupils are at the centre of all decisions and the work to prepare pupils for life beyond Robinsfield is a key strength of the school. Pupils are highly motivated, enthusiastic and demonstrate an exceptional understanding of resilience in all they do.
- Leaders work with parents and family support workers to continually improve pupils' attendance and punctuality. Their actions have been very successful. Attendance is now in line with the national average and persistent absence has reduced significantly.

Behaviour

- The behaviour of pupils is outstanding. Lessons are extremely calm and purposeful. Pupils want to learn and show consistently positive attitudes to their work. Pupils are enthusiastic and enjoy talking to their peers about their ideas and answers.

- The school is an exceptionally calm and orderly place for pupils to learn. Pupils move around the building sensibly and safely. Adults' expectations of pupils' behaviour are consistently high. Transitions between lessons and assemblies are highly effective.
- Pupils are extremely proud of their school. They are polite, well-mannered and respect their friends. Pupils look after each other and enjoy the many ways leaders help them learn about the different cultures and languages that are represented in their school.
- Lunchtimes are managed superbly well. The dining room is a haven for pupils. Monitors help their friends and encourage others to eat together sensibly. Pupils help themselves to salad and wait patiently for their turn to be served. They relish the opportunity to engage in conversations with members of staff as they eat their lunch together with the pupils.
- The playground is a harmonious place for pupils. There is plenty to do and pupils enjoy the variety of opportunities to be active, such as skipping. Pupils behave exceptionally well in the playground. They remind each other of the rules and have the confidence to create their own games for others to enjoy.
- Records show that there are hardly any incidents of poor behaviour. Leaders address incidents quickly and there is a shared emphasis among pupils and staff on the importance of the school's rules. Pupils say that behaviour in the school is always very good.

Outcomes for pupils

Good

- Pupils make strong progress in reading, writing and mathematics. From their unique starting points, leaders monitor pupils' progress in these subjects very well. Work in pupils' books and the school's assessment information show that pupils make good gains in their learning over time. Leaders meet regularly to check pupils' progress in these subjects. They are working effectively to diminish any minor differences between the progress of different groups of pupils throughout the school.
- In 2017, pupils' attainment was strong. The proportion of pupils that achieved the expected standards in reading, writing and mathematics by the end of Year 2 was above the national average. The proportion of pupils that achieved the greater depth standards was also higher than average.
- The teaching of phonics is consistently strong and this is demonstrated in pupils' outcomes. A higher-than-average proportion of Year 1 pupils achieved the expected standard in the phonics screening check last year.
- The work in pupils' English and mathematics books shows that they are making good progress and working at the levels expected for their age group. Sometimes, pupils complete work that is too easy for them and this restricts the progress they make.
- Although pupils experience a range of subjects, their learning and progress in subjects such as art, music and humanities are not consistently strong. Leaders acknowledge that outcomes in these subjects require closer monitoring so that pupils make high levels of progress across the full curriculum.
- Disadvantaged pupils achieve well. The pupil premium funding is well spent and leaders check that these pupils have what they need to make good progress. Additional interventions are used well to help pupils catch up, particularly those who arrive at

times other than the start of the school year.

- Pupils who have SEN and/or disabilities achieve well. The special educational needs coordinator makes sure that teachers and support staff understand pupils' targets so that learning meets pupils' needs.

Early years provision

Good

- The early years is a vibrant and exciting place for children to learn and play. Adults prepare activities that engage children in all areas of learning.
- Children join the early years with skills that are typical for their age. Teachers observe children's learning well and identify their next steps. Children make good progress in all areas of learning. The proportion of children that achieved a good level of development in 2017 was above the national average.
- This phase of the school is led well. Staff work together effectively to share ideas for children's learning. New teachers benefit from the expertise of more experienced ones and leaders recognise the importance of this in improving the quality of teaching further.
- Children's behaviour is excellent. From a young age they learn the importance of rules and routines. Children look after their friends and are confident to explore the learning environment for themselves. There are many opportunities for children to create their own learning ideas and try things out.
- Children's language and communication skills are promoted well. Literacy and numeracy skills are well taught and children have opportunities to write for a purpose as they play. Staff develop children's imaginations very well. Children enjoy the well-thought-out learning environments and opportunities for role play and storytelling.
- Leaders' analysis of children's outcomes identified the need to promote children's physical development further. Outside and in the classrooms, children's fine and gross motor skills are well taught and these actions are having a positive impact.
- Partnerships with parents are strong. Children's special books are used effectively to capture examples of their learning over time. Parents' contributions are valued and children's achievements at home are celebrated.
- The school's strong focus on children's spiritual, moral, social and cultural development extends to the early years. Staff support children's emotional well-being very well. Children are happy, safe and settled and extremely well prepared for their learning in Year 1.

School details

Unique reference number	101117
Local authority	Westminster
Inspection number	10041979

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Nicola Bustin
Executive headteacher	Naomi Leaver
Telephone number	020 7641 5019
Website	www.robinsfieldinfant.co.uk
Email address	office@robinsfieldinfant.co.uk
Date of previous inspection	14–15 November 2014

Information about this school

- The school does not meet requirements on the publication of information about sports funding, aspects of the SEN information report, the accessibility plan and the curriculum on its website.
- At the time of this inspection, the head of school and assistant headteacher were on maternity leave. An interim head of school started in January 2018 and a senior leader from the school is acting in an assistant headteacher capacity to cover maternity leave.
- The school is in the second year of a two-year memorandum of understanding where the headteacher of Robinsfield is also leading George Eliot Primary School in the same local authority. She is the executive headteacher of both schools during this period.
- The proportion of pupils who speak English as an additional language is higher than average. The number of pupils that join the school mid-way through the year and leave at times other than at the end of the school year is above average.
- The proportion of pupils eligible for free school meals is average. The number of pupils

who have SEN and/or disabilities is below average, including a lower-than-average proportion of pupils who have education, health and care plans.

Information about this inspection

- Inspectors observed learning in all classrooms at least once. Both inspectors observed learning in all year groups, including the early years. Inspectors were accompanied by the interim head of school to some of these visits.
- Inspectors reviewed pupils' work in books, on display and in art folders. The team inspector heard pupils reading and met with a group of pupils formally to find out their views on the school. Inspectors also checked children's learning profiles in the early years.
- A group of pupils accompanied the lead inspector on a tour of the school to talk about the curriculum and the school's facilities and share their views on learning and behaviour.
- Inspectors held meetings with leaders throughout the inspection. The lead inspector met with two governors and spoke with the local authority representative on the telephone.
- A wide range of documentation was checked, including safeguarding records, behaviour records and information about pupils' progress and achievements. Inspectors sampled policies and procedures and looked at the checks made on staff suitability.
- Inspectors observed pupils' behaviour and conduct in lessons and during social times. They spoke with parents at the start of the inspection and considered the free-text responses to Ofsted's online survey, Parent View. There were too few responses to Parent View to be considered.
- Inspectors considered 18 responses to the staff survey alongside the responses to the school's own pupil questionnaires.

Inspection team

Gary Rawlings, lead inspector

Ofsted Inspector

Karen Jaeggi

Ofsted Inspector

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