



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
ROBIN HOOD PRIMARY SCHOOL

Name of School:	Robin Hood Primary School
Headteacher/Principal:	Nicky Bridges
Hub:	Synergy Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	The school elected not to have estimates for this review
Date of this Review:	17/04/2024
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	06/02/2024



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROBIN HOOD PRIMARY SCHOOL

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Not applicable.

Quality of provision and outcomes Not applicable.

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence Not submitted for this review

Previously accredited valid areas of excellence N/A

Overall peer evaluation estimate Not applicable.

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Robin Hood is a larger than average two-form entry primary school in Nottingham, located in an economically and culturally diverse part of the city. There are currently 484 pupils on role, with 60 attending the school's onsite nursery. The school also has a wraparound provision which provides before and after school care.

Robin Hood is part of a collaboration of 36 schools called the Nottingham School Trust. The school is situated in an area of high deprivation, with proportions of pupils who are disadvantaged, or who have been identified as having special educational needs or disabilities, rising during recent years.

Robin Hood Primary is a caring and nurturing environment where staff encourage all pupils to be 'Aiming High' each day. Pupils are taught to respect themselves and show respect and appreciation for others. The school's vision is 'to aim high to excel and exceed', which is confidently articulated by pupils through their Learning Charter characters.

2.1 Leadership at all levels - What went well

- The school has a strong and dynamic senior leadership team, who continuously share Robin Hood's vision to ensure that all pupils can discover their individual skill and talent and are able to excel in this area. Leaders make use of evidence-based learning to strategically plan long term strategies for improvement which make a proven and discernible contribution to continually refining every aspect of school life.
- Robin Hood's leadership regularly shares expertise across the wider community. There is clear evidence that the sharing of the school's professional development on retrieval practice has supported colleagues across the Nottingham School Trust.
- Communication is a strength and results in staff, parents and students being clear about what is expected of them, leading to consistency, trust, and respect at all levels. Pupils are rightly proud to attend Robin Hood Primary and the positive difference that the school has made to their lives. This was shown by a Year 4 pupil who proudly reported, 'at our school everybody helps each other.'
- Regular coaching conversations between leaders and staff ensure that continuing professional development (CPD), is targeted to meet identified needs throughout the school. The success of the school's CPD has seen staff gaining skills focused on their specific pedagogical needs.
- Shared accountability is a feature of the school's continuing success. Leaders use a range of strategies to conduct regular monitoring of teaching and

learning. This process provides evidence to support coaching conversations, which help staff with guidance and support. The impact of these conversations is routinely monitored through follow up visits which celebrate achievements and determines next steps.

- The leadership team clearly articulate their belief that all pupils should be equally valued in school and strive to develop an environment where all can flourish and feel safe. Subject leaders have worked to develop a cohesive approach to the teaching of diversity across the school. This has included the sharing of texts such as 'All about diversity' and regular opportunities to discuss the concept, both in themed weeks and through the wider curriculum. Pupils' cultural awareness is also developed through the use of visits and visitors. These have seen pupils undertaking a variety of experiences ranging from discussions with local employers, including electricians and staff from Rolls Royce, to work with a mental health charity.
- Staff and pupil well-being is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership team. This has resulted in several practical measures, such as opportunities to work at home and regular sessions on wellbeing. High levels of staff retention, plus positive purposeful engagement in enrichment activities demonstrate the impact of this work.
- Robin Hood's governors have actively sought validation of leaders' work, and regularly complete visits linked to the school's development plan. In recent visits they have investigated next steps for target setting in English, which has led to staff refining their practice in this area.

2.2 Leadership at all levels - Even better if...

... leaders continued their focus on developing the quality, rather than the quantity, of school improvement initiatives.

... leaders continued to support staff to focus on pupils' retrieval of prior learning.

3.1 Quality of provision and outcomes - What went well

- Staff at Robin Hood Primary pursue a shared vision to provide a broad and balanced curriculum for all pupils, which is embedded securely and consistently across the school. The impact of this vision is evident in well-presented books and inspirational displays demonstrating carefully planned and clearly sequenced learning across a range of curriculum areas. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards building sufficient knowledge and skills for future learning.

- Positive attitudes in all lessons demonstrate pupils' engagement, as do comments which show their deep level of learning, both inside and outdoor of school. Pupils are proactive in making tangible contributions to the life of the school and the wider community. This was demonstrated by a Year 5 pupil's comment that, 'learning about the human and physical features of Africa will make us more curious travellers when we are older.' The positive impact of the school's curriculum was also described by a Year 3 pupil, 'understanding types of plants has made me more confident at cooking.'
- Leaders' robust strategies to develop reading, underpinned by a rigorous approach to the development of vocabulary, has provided pupils with the means to clearly articulate their opinions and evaluate their learning. The impact of this focus, which has further developed pupils' curiosity across the broader curriculum, was demonstrated by a nursery pupil's observation that, 'I am using this cutting tool to make a dinosaur'.
- Teacher's strong subject knowledge, which is developed through well targeted professional development, allows them to provide precise feedback to further accelerate progress. Pupils value feedback which encourages them to reflect on strategies to improve their learning to build sufficient knowledge and skills to support future learning. For example, a Year 4 pupil stated, 'my teacher encouraged me to use my knowledge of fractions in word problems.'
- The Robin Hood curriculum provides aspirational learning opportunities to prepare pupils for the next stages of their lives. The school's 'Fantastic 15 for all' scheme provides opportunities for pupils to develop their cultural capital, for example by attending forest school and performing to an audience. The teaching of key themes, such as 'Future Me', is routinely supported by external speakers and visits which encourage pupils to consider choices that they will make in their future. In addition, pupils' proficient use of new technology provides key information to ensure that they can confidently access prior knowledge to develop their understanding of key issues.
- A continued focus on the importance of attendance is evidence of the Robin Hood positive learning culture, which is supported by the school's approach to supporting pupils' personal development. Each class follows a PSHE curriculum, which is clearly sequenced and allows opportunities for teachers to include topics which are pertinent to the school's circumstances. A recent example of this has seen a focus on social media and the importance of respecting other cultures through its use. Assemblies provide regular opportunities for collective reflection, sharing of rights, respecting values, and a stimulus for important cultural, social, and curricular topics. This focus on personal development ensures that all pupils behave with high levels of

respect for others. This was demonstrated by the school's development of pupil ambassadors who enjoy, 'helping the little children, who always engage with us.'

3.2 Quality of provision and outcomes - Even better if...

- ... staff continued to build on the current strengths of parental engagement to build parents' confidence in supporting the retrieval and retaining of prior learning.
- ... staff continued to plan challenging activities to both deepen pupils' understanding and develop their oracy skills.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The school leadership team articulates a clear vision that 'we believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible, and to be fully included in all aspects of school life.' This shared approach encourages all staff, parents, and pupils to work closely together to ensure that those with additional needs are consistently provided with high quality personalised learning opportunities.
- Effective SEN provision is provided for those pupils with the highest level of need through the teaching of a bespoke curriculum provision. This draws on the experiences of a wide range of professionals from within the school and across the Nottingham School Trust. It supports vulnerable learners by providing a range of activities, including flexible use of ICT, which equips them with the skills needed to thrive academically, socially, and emotionally.
- The individual needs of disadvantaged pupils are known, and support is put into in place for all staff to identify and share barriers to learning. The prioritisation of reading supports them achieving the best possible outcomes from their starting points.
- There is a clear expectation in the school that all disadvantaged pupils, deepen their learning through the specific learning interventions which support their behaviour and emotional needs. The success of these pupils is celebrated by all, whether it is demonstrated by their academic progress or improved motivation and confidence.

- The school's effective range of partnerships with external providers ensure that vulnerable pupils have a smooth and purposeful transition into the next stage of their education. All disadvantaged pupils receive priority places in extracurricular clubs and regularly visit other settings, including workshops with the Royal Shakespeare Company.
- Leaders have developed positive relationships with parents by helping them to overcome barriers to learning for their children. The school promotes the view that 'parents are a child's key educator.' A range of opportunities to engage parents in school, including Christmas flash mobs, transition activities and a range of performances lead to positive comments such as 'you are all so amazing for me and my children. We are so excited to come in and my kids are happy and safe, doing so much more than I thought was possible.'

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ... leaders continued to develop early identification of special educational needs.
- ... staff continued to chunk knowledge and adapt teaching and learning to support pupils with additional needs in knowing and remembering more.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROBIN HOOD PRIMARY SCHOOL

Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)