

Robin Hood Infants' School

Address: Robin Hood Lane, Sutton, Surrey, SM1 2SF

Unique reference number (URN): 102981

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils typically gain secure knowledge in reading, writing and mathematics. By the time they leave the school at the end of Year 2, pupils are ready for the next stage of their education.

Pupils do particularly well in reading and phonics. From the start of Reception, children learn phonics and apply their learning by reading books matched to the sounds they know. The proportion of pupils meeting the expected standard in the Year 1 phonics screening check is above the national average, including for disadvantaged pupils and pupils with special educational needs and/or disabilities.

Across the wider curriculum, pupils typically remember what they have been taught. They can talk about what they have learned in earlier topics and use this knowledge in their new learning.

Generally, pupils are well supported to develop fluent handwriting. Occasionally, pupils find it harder to write at length and with increasing independence when the development of cursive handwriting is not as secure.

Attendance and behaviour

Expected standard 

Leaders promote the importance of regular attendance. Pupils' attendance, including the attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities, is broadly in line with national averages. If a pupil's attendance starts to fall, leaders work alongside the pupil's family to support a return to regular attendance. However, leaders' analysis of attendance information is not as precise as it could be in identifying broader patterns and trends. This affects how well leaders are able to work with specific groups of pupils to improve their attendance.

Pupils typically behave well. Pupils are kind to each other, help keep each other safe and are ready for learning. Pupils know what to say when a classmate's behaviour upsets them. They use phrases such as 'I don't like it when you...' to settle disagreements. This helps to prevent disagreements from growing in significance. Staff celebrate pupils' positive behaviour through praise. Bullying is rare. Discriminatory or harmful behaviour is uncommon. When incidents of unkind behaviour occur, leaders act straight away to address those incidents. Pupils with social, emotional or behavioural needs receive support that helps them take part in class life. Sometimes, some staff do not apply the school's expectations for behaviour with sufficient confidence. As a result, the orderly atmosphere that runs through most of the school day is occasionally interrupted.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that matches the expectations of the early years foundation stage and the national curriculum in Years 1 and 2. The curriculum sets out the knowledge and skills pupils need to learn in a clear and logical order. This helps to prepare pupils well for the next stage of their education.

Leaders ensure that reading is given high priority. The school follows a systematic synthetic phonics programme from the start of Reception. Leaders have trained staff to teach phonics in a consistent manner, using shared routines and resources. The books that pupils are given to practise reading are closely matched to the sounds they know. If a pupil falls behind with their reading, staff act quickly to help them to catch up. In mathematics, pupils are also well supported to build secure foundational knowledge. For example, teaching provides them with repeated opportunities to practise number facts and use mathematical vocabulary.

Teaching is typically effective. Teachers generally present information clearly. They use subject-specific vocabulary and encourage pupils to use it when they talk to their peers. On the whole, teachers check what pupils have understood and correct any misunderstandings. Pupils with special educational needs and/or disabilities are generally well supported to access the same curriculum as their peers. However, occasionally, teachers' explanations are less precise and pupils' misunderstandings are not picked up. When this happens, pupils do not learn what was intended as securely as they should.

Early years

Expected standard 

Leaders have a clear vision for the Reception year. They have planned a curriculum that gives children a positive start to school life and prepares them for Year 1. The curriculum follows the early years foundation stage framework and covers the 7 areas of learning. Staff assess children when they join the school, with a notable proportion of children starting Reception speaking English as an additional language. Staff use this information effectively to plan teaching that builds children's spoken English, drawing on songs, rhymes, repeated stories and clear modelling of language.

Staff establish positive relationships with parents and carers before children start school. Children quickly become happy and settled. Children form trusting relationships with the staff who care for them. Interactions between staff and children are purposeful. Children's interactions with adults typically help children to extend their vocabulary, settle into the routines of the school day and grow in confidence. Children with special educational needs and/or disabilities are supported to take part fully in the life of the class.

Children take part in daily phonics sessions. Teaching helps children to gain the phonics knowledge they need to read and write with growing accuracy. Children are introduced to early number through repeated practice and play. Occasionally, teachers set tasks for children that are not matched precisely enough to children's stage of learning or development. Nevertheless, most children leave Reception ready for Year 1.

Inclusion

Expected standard 

Leaders know pupils and pupils' families well. They identify pupils' needs early. Leaders and staff work in close partnership with parents and carers. They draw on the advice of external professionals to put suitable support in place, both for pupils' wellbeing and learning. Leaders and staff consistently review and adapt support for pupils. This means that most pupils, including those with special educational needs and/or disabilities, receive the right help to take part in lessons alongside their classmates.

Leaders use additional funding carefully to support disadvantaged pupils. For example, this funding helps to provide targeted support for pupils with early reading and language development. As a result of this additional support, disadvantaged pupils typically achieve well in their learning. They are also able to take part in the programme of clubs, trips and school events.

Staff receive training that helps them to understand pupils' individual needs and support those needs effectively. Pupils who speak English as an additional language are supported to develop their spoken English alongside their peers. Leaders work closely with parents and social services to support pupils who are known, or previously known, to children's social care. Leaders check regularly that the support pupils receive is making a positive difference to their learning and wellbeing.

Occasionally, the strategies chosen for individual pupils in some lessons are not closely enough matched to what pupils need. This means that, on occasion, pupils are not as well supported as they should be to be successful in these activities.

Leadership and governance

Expected standard 

Leaders generally know the school well and strive to secure the most positive outcomes for all pupils. Leaders have a clear understanding of the most effective aspects of school provision as well as aspects of provision and practice that need to improve. For example, leaders know there is work to do to improve the consistency of high-quality teaching across the school. They also recognise the need to strengthen analysis of attendance to identify patterns and trends for specific groups of pupils and keep the governing body informed of this information.

Leaders have built trusting relationships with parents and carers, who speak positively about the school. Leaders have put in place an evidence-informed programme of professional development to support staff in their roles. Staff value the time they are given to learn together. Leaders and governors also take account of staff workload and wellbeing in the ways in which they lead and manage the school.

Governors carry out their statutory duties appropriately. They work closely with leaders in providing suitable support and challenge. For example, governors regularly visit the school to test out leaders' evaluation of the quality of provision. Governors also ask leaders challenging questions about pupils' experiences, including the experiences of pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils known, or previously known, to children's social care.

Personal development and wellbeing

Expected standard 

The school has a planned programme to promote pupils' personal development. Through assemblies, lessons and a range of wider activities, leaders have designed appropriate opportunities for pupils to learn about themselves, the people around them and the wider world.

Pupils learn that they can make a positive difference to the lives of others. For example, they collect donations for a local food bank and take part in community events. Pupils also

elect their school council each year, with candidates writing a short manifesto and then sharing it with their class. This early experience of democracy, one of the fundamental British values, helps pupils understand that decisions can be made by listening to others and taking a vote.

Pupils learn about people whose lives are different to their own. For example, the school holds an international week and a carnival in alternate years. Pupils talk about these special events with excitement. Visits to a local church and synagogue, and visitors such as a representative from a nearby Hindu temple, help pupils develop an age-appropriate understanding of different faiths. Pupils know that everyone is welcome at their school, regardless of their background.

Through the school's relationships and health education programme, staff teach pupils in an age-appropriate way about the people who can help them, healthy bodies and internet safety. Pupils with special educational needs and/or disabilities and disadvantaged pupils are well supported to take part in the full programme.

Leaders check pupils' participation in extra-curricular activities and events. They remove any barriers that pupils may have to participation. However, sometimes the wider opportunities the school offers do not match pupils' interests. This reduces the uptake by pupils of the school's wider enrichment offer.

What it's like to be a pupil at this school

Pupils are happy at Robin Hood Infants' School. They live by the school motto: 'making memories that last', and follow the 3 school rules, 'be safe, be ready, be kind'. Pupils can recite these rules and explain what they mean. Pupils feel safe at school. They know that there is a member of staff whom they can go to if they have a worry.

Pupils want to do well in lessons. Well-established classroom routines help pupils to share their ideas with classmates and hear what others think. For example, pupils like working with their talk partners and how these partners change at the end of each week.

Overall, pupils achieve well across subjects, including in reading, writing and mathematics. By the end of Year 2, they are well prepared for learning in their next school. Children in Reception are supported to settle in quickly and make progress. Pupils with special educational needs and/or disabilities receive the help that they need to overcome barriers to learning. Equally, the school ensures that disadvantaged pupils are supported to make progress through the curriculum and keep up with their peers.

Pupils behave well. They are polite to visitors and typically kind to one another in the playground. Bullying is uncommon. When it does happen, staff respond quickly. Pupils trust staff to put things right. Pupils attend school regularly. School attendance is broadly in line with national averages. Pupils receive support when their attendance needs to improve.

The school provides a range of educational outings to promote pupils' awareness and understanding of the wider world. Visits to a local castle and a nearby working farm are particular highlights for pupils during the school year. Generally, pupils also enjoy clubs that

broaden their experiences, with these activities supporting the school's aim of helping pupils to make 'memories that last'.

Next steps

- Leaders should strengthen the effectiveness of teaching across all year groups so that pupils consistently benefit from learning that is well matched to their needs.
 - Leaders should ensure that extra-curricular and wider opportunities for pupils' personal development more closely match pupils' needs and interests so that pupils benefit fully from the school's enrichment offer.
 - Leaders should ensure that they continue to develop their approaches to attendance and behaviour so that pupils attend highly and behave consistently well.
 - Leaders, including those responsible for governance, should build on their work to secure sustained improvement by strengthening the school's approaches to evaluating the quality of provision and its impact on pupils' outcomes.
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About this inspection

The co-chairs of the governing body in this school are Lesley Steers and Shane Sorour.

The school is in a hard federation with Thomas Wall Nursery School. They share the same site, and children in the early years from the 2 schools mix in the shared outside area.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and staff. They also spoke with the school's improvement partner from the local authority. The lead inspector met with members of the governing board, including the chair.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

The co-chairs of the governing body have been appointed since the last inspection.

Headteacher: Mel Bracey

Lead inspector:

Nick Hitchen, His Majesty's Inspector

Team inspectors:

Meena Walia, Ofsted Inspector

Amy Jackson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

257

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.89%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.89%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.34%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.4%	13.0%	Close to average
2023/24 (3 term)	16.2%	14.6%	Close to average
2022/23 (3 term)	20.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional

standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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