

# Shaw Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	103157
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	363337
<b>Inspection dates</b>	23–24 March 2011
<b>Reporting inspector</b>	Patricia Davies

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Frank Bruce
<b>Headteacher</b>	Margaret Barnfield
<b>Date of previous school inspection</b>	16 September 2009
<b>School address</b>	Anthony Road Alum Rock, Birmingham B8 3AN
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## Introduction

This inspection was carried out by two additional inspectors. They observed 14 teachers during visits to 14 lessons. Inspectors held meetings with staff and some pupils, the Chair of the Governing Body, a representative from the local authority and a small group of parents and carers. They observed the school's work, and looked at a range of documentation including assessment and safeguarding information (care and protection of pupils), pupils' work and monitoring information.

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

- The inspection team examined the degree to which pupils' achievement has been raised in writing and mathematics, and attainment raised at the higher National Curriculum Levels.
- Inspectors looked at the extent to which children's attainment and progress have improved in the Early Years Foundation Stage.
- The success with which the school has secured good and better teaching and learning was evaluated.
- Inspectors checked the degree to which senior leaders use self-evaluation rigorously to identify and resolve weaknesses in pupils' attainment.

## Information about the school

Shaw Hill is much larger than many other primary schools. Most pupils are from Asian backgrounds, with the largest group coming from Pakistani families. Other pupils come from a range of minority ethnic backgrounds. The large majority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Children enter the Early Years Foundation Stage into the Nursery and move through into the Reception classes. A few children join Reception having not attended the school's Nursery.

The school was judged to require special measures following its last inspection in September 2009.

**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.

Shaw Hill provides an acceptable standard of education, leading to pupils' satisfactory achievement. The headteacher and senior leaders have worked unstintingly to bring the school to where it should be. Step by small step they have tackled weaknesses in teaching and learning, so that both are good. Such has been the school's success that teaching and learning are sometimes outstanding and inadequate practice no longer occurs. Attainment remains low as a whole, but is rising strongly at expected levels and the higher Levels as a result of the acceleration in pupils' progress. Children do well in the Nursery and Reception classes, where activities are well-organised and focused closely on developing key skills. The friendliness and harmony of the school community, together with pupils' good behaviour and their readiness to learn, also play an important part in their good progress.

The school has developed capacity to lead and manage its own improvement. Training and support for classroom practice are extensive and precise and accountability for pupils' progress is widespread across the staff. Assessment has improved and developed, and with it the confidence and skill of staff to identify and target pupils' underachievement and plan what to do next. Regular and frequent monitoring of initiatives ensures that the school's self-evaluation is clear and accurate. All these factors demonstrate the school's good capacity for bringing about further improvement. The governing body has also increased its effectiveness, giving it a much more informed understanding of the school's work than before and ensuring its satisfactory level of challenge and support. Nevertheless, its development has not been as fast-paced as other areas of the school's leadership, particularly in the extent of its monitoring activity and active involvement in improvements.

The school has recognised the potential of other subjects for promoting pupils' language and numeracy skills, and to help lift, for example, attainment in writing, which remains behind outcomes in reading and mathematics. Its work to harness this opportunity is at an early stage. Work in English and mathematics lessons, however, is focused sharply on building these skills. In most cases, pupils benefit from being asked to explore and explain their work in order to develop and consolidate learning, but these opportunities are sometimes missed. While marking consistently provides pupils with detailed feedback, limited attention is paid in written comment to the neatness of pupils' work or to encouraging joined handwriting.

Pupils' personal development benefits from the school's good pastoral support. Some parents and carers speak highly of the school's attention to their children's individual needs, including those with special educational needs and/or disabilities. The school has yet to communicate its work and its impact in enough detail to gain the confidence of

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those parents and carers who express reservations about its current effectiveness, and to involve them more fully as partners in their children's learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics, by:
  - developing pupils' writing skills
  - raising the proportions of pupils reaching the higher levels
  - always taking time in lessons for pupils to explore and explain their work, so that they extend and consolidate their learning
  - using work in other subjects to promote pupils' literacy and numeracy skills
  - ensuring that marking routinely promotes neat presentation and joined handwriting.
- Accelerate the pace of improvement to the work of the governing body, particularly in the extent of its monitoring activity and active involvement in promoting improvements.
- Communicate its work and its impact more fully to parents and carers in order to gain their confidence and involve them more fully as partners in their children's learning.

## Outcomes for individuals and groups of pupils

**3**

Pupils are attentive and productive during lessons, even if they are occasionally a little noisy or restless. They readily share their ideas or explain their strategies with others or work together to complete a task. Where learning is outstanding, attention is highly focused and enthusiasm is considerable. These qualities enable pupils to work out a complex mathematical calculation, for example, working through the problem steadily and systematically. Afterwards, they show great pleasure when they discover that their answer is accurate. Routinely, pupils know how to make the most of their tasks because they consider carefully what criteria will make that piece of work successful. Pupils learning to speak English as an additional language benefit much from effective 'modelling' of language during lessons. Those with special educational needs and/or disabilities also gain a good deal from the additional support that is sharply adapted to their particular needs in lessons, through short-term programmes and in the 'Superstars' class. Consequently, both these groups make good progress.

All these factors contribute to pupils' satisfactory achievement. From low attainment on entry to the Early Years Foundation Stage, pupils progress well across the school. This current good pace has helped to even out the previous variations in progress between year groups and subjects, but has yet to make a full impact on attainment. Attainment is rising firmly and steadily, but remains low overall at Year 6. Improved attainment is most marked in reading and mathematics. These two subjects continue to be major areas under development by the school, but writing in particular remains one of the school's key priorities for improvement.

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Overall attendance figures are around the national average because they are affected adversely by external factors beyond the school's control, related to the observance of religious festivals and bad weather. Not counting these absences, attendance is usually above average, and sometimes high. Indeed, pupils show much responsibility towards their education. They are proud of their many contributions to the school life, such as influencing school meals so that less food is fried and there is a salad bar available each day. They say they feel safe because everyone is friendly and the buildings are secure, and they know what to do to ensure their protection when using the internet. The combination of pupils' strong personal qualities, good progress and growing academic skills prepares them satisfactorily for later life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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
<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: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

**How effective is the provision?**

Good and better teaching predominates. Pupils' progress has accelerated in response to the systematic and methodical teaching of literacy and numeracy skills. Pupils attempt their number work in small steps, gradually leading to more challenging calculations. They know how to record their work clearly, identify and jot down significant pieces of information and, at almost every point, they are encouraged to explain clearly what they have done. This approach has built up over time and is standard practice in almost every case. Where there is the occasional missed opportunity to take this approach, learning slips to a satisfactory level. Skilful questioning by teachers and teaching assistants

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provides a great deal of valuable information about what pupils do and do not know. This information, and the tracking of achievement each half-term, is used well to adapt work to focus on weaker areas and set challenging targets for improvement. Marking consistently gives pupils clear direction for improving the content of their work.

Such has been the positive impact on the quality of teaching in English and mathematics that the school feels able to enrich its curriculum further by extending the links that already exist between different subjects. Pupils already benefit from many opportunities within the school day for sport, with other pupils acting as 'play leaders' at break times. Experience is also widened through clubs, like the 'Eco' group, and by projects where they help their local area tidy by picking up litter. The Breakfast Club provides a sociable and quiet place for pupils to start the day and catch up on homework. There is sensitive support for pupils and families in times of trouble. Parents and carers illustrate extensive links with outside agencies, and work with some individual pupils has brought about significant gains in confidence, attendance and relationships with others. Pupils report that lunchtime staff 'won't let it go' until any issues or concerns are sorted out.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?

The resilience and determination of senior leaders have provided strong direction for staff and the governing body. Local authority support has been used well and in such a way that the school is self-sufficient and well able to support its own improvement. The developing team of middle leaders is relishing the chance to make its stamp on the school's performance. The recent initiative to improve the work of teaching assistants highlights the successful development of classroom practice. These staff members work effectively with pupils as a result of focused training. The school is well aware that attainment is still not high enough. Nevertheless, pupils' good progress is gradually closing gaps in achievement. This improvement in particular marks out the school's strong commitment to equal opportunities and the elimination of any discrimination.

The governing body fulfils its key responsibilities conscientiously and readily questions and challenges the school about its work. Safeguarding arrangements are good, with thorough risk assessment and arrangements for protecting children. In particular, the school has taken steps to ensure that its policies reflect good practice. The governing body has taken appropriate steps to increase its monitoring activity and lend its full support to senior leaders, but its development has not yet moved ahead at the same swift pace as the school overall. Community cohesion is well represented within the school community and there are valuable links abroad. For example, pupils have already raised £1000 towards a

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well for a village in a third-world country. Links within the United Kingdom are relatively weaker, for instance to give pupils the chance to mix with those from other schools in different areas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>

## Early Years Foundation Stage

The leadership of the Early Years Foundation Stage has been vigorous in its pursuit of improvement, lifting previously satisfactory provision to its current good level. The school's data show that children's good progress brought many to broadly average attainment by the end of Reception last year. Nevertheless, the current cohort contains a wide range of ability, and the school identifies weaknesses within aspects of children's language, literacy and numeracy skills and in their knowledge and understanding of the world.

Great care is taken to settle children into the Nursery and Reception classes to ensure a positive and confident start. Parents and carers are encouraged to stay and play with their children, and staff respond flexibly to the different needs of individual families and children. Staff complete additional home visits, for example, or provide verbal translation of information where needed. Children's good progress is particularly reflected in their happy and friendly activity. Those in the Nursery are well-versed in the daily routines, sitting quietly and companionably together in a small group to share snack time and a story. They pay close attention to their sandwich-making, taking great care to use the knife safely. Others gain real pleasure from dressing up, delighted to wear a fireman's hat or a sparkly tiara. Just sometimes, quiet times are disturbed when the chat in one small group disturbs another close by.

Assessment is well established and records in detail the many small, but crucial daily achievements of each child. Well-organised planning and good use of assessment information result in highly focused activity to tackle areas of particular weakness in

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attainment. In Reception, for example, children were busy, not only counting frogs, farm animals and eggs in many different tasks, but were also having to add up and take away. Some made a great jump in their learning when they recognised that two frogs and another made three, while others had worked out for themselves that seven and eight made fifteen. In the Nursery, staff talk constantly with children about what they are doing to build confidence with language, using the child's home language too to make sure that everyone takes a full part. Staff moved children skilfully to writing 'get well' cards after first chatting with them about the things that might have happened in the class 'hospital'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2

## Views of parents and carers

Parents and carers express a mix of views about the school. Some are very satisfied, praising the school's support for their children, including those with special educational needs and/or disabilities, and the progress they make as a result. They also point to the school's prompt response when approached about any worries or concerns that parents or carers might have. There was also general agreement that the school's use of text messages to give out everyday information was useful.

However, others do not share the same positive views. They feel the school should provide better teaching and communicate with them more often, especially when staff have concerns about their child's achievement. Inspection evidence showed teaching to be good. It also found that the school has started to do more to strengthen the partnership between home and school, help parents and carers to understand more about the school is doing and how they can help their children learn at home. This work is at a relatively early stage but, for example, the school is developing a website and has held some workshops. Parents and carers said they had found these workshops valuable and wanted more. While some felt that there should be more homework, others felt there was already too much. Responses from parents and carers to Ofsted's questionnaire Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

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## 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](http://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"><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 pupils' 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.**



25 March 2011

Dear Pupils

**Inspection of Shaw Hill Primary School, Birmingham, B8 3AN**

Thank you for being so friendly and welcoming when we visited your school. We enjoyed talking with you very much and visiting your lessons. When your school was inspected last time it was found to need a lot of improvement and was placed in 'special measures' to help it get better. Since that time the adults in your school have worked really hard to improve the school. Their work has been so successful that your school is now satisfactory.

Here are some other things we found out about your school:

You make good progress, which is gradually helping you to learn much more than you did before.

You behave well and work hard in lessons.

You are well taught. Sometimes teaching is outstanding.

All the adults take good care of you and you feel safe and secure at school.

These are the things your school has been asked to do to make it even better:

Help you to get even better at English and mathematics by improving your writing, making sure you always explore and explain your work and using opportunities in other subjects to develop your literacy and numeracy skills.

Make more links with your parents and carers so that they understand more about what is going on in the school and can help you even more with your learning at home.

The governing body is finding new ways for it to help your school improve even more. You can help the school too by continuing to work hard and always keeping your work neat and tidy.

Yours sincerely

Patricia Davies

Lead inspector

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