

The Shrubbery School

Walmley Ash Road, Sutton Coldfield, West Midlands B76 1HY

Inspection dates

23 May 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3(a)

- At the last progress monitoring inspection in February 2018, the lead inspector stated that the majority of pupils were acquiring new knowledge and making progress in most lessons. The inspector identified that it was too soon to see the impact of some changes on standards. The school have now secured further progress. The impact of improvements is evident across the school.
- Work in pupils' books demonstrates good progress from their different starting points.
- In the early years, teachers make regular assessments of children's learning. They use information from these assessments to plan activities and challenges that ensure that children make strong progress. This progress is particularly evident in children's writing. From Nursery to Reception, children are encouraged to make marks, write their name and progress to forming whole sentences. Children's sentences can be easily understood and include correct punctuation and plausible attempts to spell more complex words.
- In Years 1 and 2, progress is particularly strong in mathematics and English. In English, teachers use different approaches to help pupils gain familiarity with a range of different types of writing. Pupils are becoming much more confident at drafting and editing their work.
- In Years 3, 4, 5 and 6, pupils make further good progress. The curriculum is engaging and interesting. During the inspection, pupils in Year 6 were drawing the circulatory system with large chalks on the playground floor. Pupils could accurately describe how the heart responds to exercise.
- Developments in the school's assessment system have helped leaders and teachers to refine schemes of work and planning. Leaders scrutinise assessment information to check that pupils are making adequate progress. They cross-check pupils' work in books to ensure that assessment information is accurate. Work has also begun to moderate more fully the judgements made by teachers at The Shrubbery with other local schools. This demonstrates the school's desire to ensure that data is valid and reliable.
- Most activities meet the needs of pupils. For example, in mathematics, pupils can choose

from different challenges at the start of a lesson. If they are confident with their work, they can move onto the next level of challenge. Pupils are also routinely given additional challenges if they complete all of the activities that have been set. However, on occasion, there is scope for the most able pupils to receive a higher level of challenge from the start of a lesson. Some parents identified that the homework that their children receive could be more challenging too.

- Pupils' progress is stronger in mathematics and English than the wider curriculum. Some pupils' topic books do not reflect the high standards of presentation and handwriting that are evident in English. However, the curriculum is rich and diverse. Current topics include: 'The Allotment' for Year 5, where pupils learn all about how to grow their own vegetables; 'The Blue Abyss' in Year 4, where pupils have visited the Sea Life Centre and have had a discussion with a parent who has an interest in tropical fish; and growing ingredients to make a pizza in Year 2. Pupils across the school have all taken part in a potato-growing competition. There is much debate about whose are growing the best and why!
- Teachers' feedback is a strength of the school. Teachers use the school's policy to move pupils' learning on effectively. Pupils also carefully review how well they feel they have progressed in a lesson. This approach to promoting self-reflection is consistent across the school.
- Leaders have ensured that the standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Suitable arrangements are in place to safeguard and promote the welfare of pupils.
- The school's policies and procedures have regard to guidance issued by the Secretary of State. The safeguarding policy is appropriate and is available on the school's website.
- All of the respondents to Ofsted's online questionnaire Parent View, and those that spoke to the inspector on the day of the inspection, feel that pupils are safe.
- Leaders have continued to ensure that this standard is met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(7), 21(7)(a) and 21(7)(b)

- Though not in the scope of the inspection, the lead inspector reviewed the school's single central record.
- There has been no change in the proprietorial board since the last inspection.
- The school's single central record is compliant.
- Leaders have continued to ensure that this standard is met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the last progress monitoring inspection, this standard remained unmet because paragraph 3(a) was not fully met.
- Leaders are now ensuring that the independent school standards are being met. They have focused carefully on the progress that pupils make across the school. Effective developments in the use of assessment are at the heart of this positive change. As a result of increasingly accurate information about pupils' performance, leaders and teachers can plan activities that meet pupils' needs and promote better rates of progress.
- The proprietor is very proud of the heritage of the school. He states that he is passionate about the well-being of both staff and children. At the last full inspection, the proprietor recognised that there was more work to do in ensuring leaders were fully held to account. At the last progress monitoring visit, the inspector noted that leadership had greater capacity to improve but would be strengthened further by a new governing body.
- The school's capacity to develop further is stronger once more. The new governing body have met several times and are offering leaders challenge and support. The chair of governors is ambitious and focused. He is clear about what has improved and what must improve further.
- The headteacher, deputy headteacher and nursery manager know their school well. They know each and every pupil. This is a happy school with a proud tradition.
- Leaders have ensured that the standard is now met.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan makes clear reference to the Equality Act 2010. It identifies actions to ensure the school's physical environment, curriculum and written information continue to be as accessible as possible.
- Leaders have continued to ensure that this standard is met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
- The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1)(a));
 - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).

School details

Unique reference number	103578
DfE registration number	330/6064
Inspection number	10052084

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Number of part-time pupils	26
Proprietor	Eric Allen and the estate of the late Paul Terry
Chair	Mr John Coates
Headteacher	Mrs Hilary Atkins
Annual fees	Nursery £3,657 to £6,297 Infants (Reception, Year 1, Year 2) £7,275 Juniors (Years 3 to 6) £8,064
Telephone number	0121 351 1582
Website	www.shrubberyschool.co.uk
Email address	info@shrubbery.bham.sch.uk
Date of previous standard inspection	13–15 June 2017

Information about this school

- The previous standard inspection of the school was conducted on 13–15 June 2017. The first progress monitoring inspection was carried out on 13 February 2018.
- The Shrubbery School is on a single site in Sutton Coldfield, Birmingham. It is registered with the Department for Education (DfE) to provide full-time education for up to 280 boys and girls from ages 3 to 11.

- The school has been operating since 1930 and is the oldest coeducational independent school in Sutton Coldfield.
- The school aims to 'provide a happy and caring environment in which all children are encouraged to reach their full potential'.
- The school does not use any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's second progress monitoring inspection. It was conducted without notice. The first progress monitoring inspection was carried out on 13 February 2018. A standard inspection of the school was conducted on 13–15 June 2017.
- Following the standard inspection in June 2017, the DfE required the school to prepare an action plan. The DfE accepted the statutory action plan submitted by the school.
- The inspector met with the headteacher, deputy headteacher, nursery manager, bursar and members of staff. The inspector met with the chair of governors and proprietor.
- The inspector observed teaching in lessons in all key stages, reviewed work in pupils' books and scrutinised assessment information. These activities were all undertaken jointly with leaders. The inspector spoke to pupils throughout the day.
- The inspector reviewed the school's single central record and accessibility plan.
- The inspector met with parents at the end of the school day and took account of 41 responses to Ofsted's online questionnaire Parent View.

Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2018