

# Inspection of Robert Shaw Primary and Nursery School

Southfield Road, Western Boulevard, Nottingham, Nottinghamshire NG8 3PL

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Inspection dates: 21 to 22 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a school that celebrates diversity and is proud to serve the community. Pupils talk confidently about the school's vision of 'The 3Rs – respectful, responsible, resilient'. Leaders want pupils to leave Robert Shaw well prepared to be citizens of Nottingham, the United Kingdom and the wider world. Pupils learn about a range of religions, beliefs and cultures. Pupils told inspectors, 'It doesn't matter what colour your skin is, or what your beliefs are. What matters is your personality – who you are'.

Leaders and staff want all pupils to achieve well. Even at this early stage of the school year, teachers have already established routines, high expectations and relationships with pupils. If pupils need extra support, they get it quickly.

Adults expect pupils to behave well. Pupils live up to these expectations. They pay attention in class and walk down the stairs, or into assembly after playtime, sensibly and quietly.

Pupils told inspectors that they are happy and feel safe in school because the adults listen to them. They told us that bullying hardly ever happens and that if they have any worries, they can tell a trusted adult who will help them.

## **What does the school do well and what does it need to do better?**

As soon as children join the school, teachers begin to teach them to read. Throughout the school, teachers read to pupils every day. Pupils talk enthusiastically about their favourite types of books and their favourite authors and poets. The books that pupils are given to read are carefully chosen so that pupils who are at the early stages of learning to read can use the sounds that they know to read accurately.

Mathematics is taught well. This includes in the early years. Leaders have reviewed the approach to teaching mathematics to make sure it suits the needs of the pupils at Robert Shaw.

Leaders have reviewed the school's curriculum. Some subject plans set out the most important knowledge that pupils must learn and remember precisely for every year group. Some subject plans are not as precise. In these subjects, teachers cannot check whether pupils remember the most important concepts and vocabulary because the plans do not set out clearly enough what they are. Leaders have set out clearly how, with the support of Transform multi-academy trust, they will make sure that all subject plans will be fully detailed in the coming months.

Staff expect all pupils to do well. Teachers check what pupils can remember from previous lessons. If pupils have any gaps in their knowledge due to the disruption of

the COVID-19 (coronavirus) pandemic, teachers adapt their teaching to fill these gaps. In the early years, even though children have only been in school for two weeks, they already know what to do because staff have set clear routines and established strong relationships with them. Every day, staff in the early years talk about what children know and can do. They adapt their teaching to meet the needs of the children.

Staff throughout the school provide support for pupils with special educational needs and/or disabilities (SEND) so that they can learn alongside their classmates. Some pupils with SEND have bespoke support so that they can learn at the level that is just right for them. Most of the pupils at Robert Shaw speak English as an additional language. Leaders make sure that those pupils who join school unable to speak English are taught to do so.

A range of opportunities are on offer. The choir sing for the residents of a local care home. Pupils raise money for charities, both national and international. Pupils are looking forward to voting for their classmates in the school council elections. The restrictions caused by the pandemic mean that some activities have not been able to take place recently. This includes residential visits, extra-curricular clubs and music lessons. Leaders plan for such activities to start again as soon as possible.

In lessons and around school, pupils behave well. They listen to their teachers and join in with lessons. Lessons are not disrupted by poor behaviour.

Leaders, including those responsible for governance, understand what is working well at the school and what they need to improve. They have clear plans in place to bring about improvements. Leaders at all levels are considerate of staff's workload and well-being.

Leaders actively seek out the views of pupils, staff and parents when changes are being made. Staff and pupils appreciate that their views are listened to.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are well-established systems in place to make sure that all staff know how to identify and raise concerns about a pupil's welfare. Leaders provide staff with weekly updates about local and national safeguarding issues. This keeps safeguarding at the forefront of everyone's mind.

Leaders work closely with a range of external agencies to provide support for pupils, and their families, should this be needed. Support is also available in school for pupils and families from the learning mentor or other leaders.

Pupils learn how to keep themselves safe. They learn, for example, about the potential dangers of using modern technology.

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

### (Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear that leaders have already taken action to plan the whole curriculum and to train staff in how to deliver it. For this reason, the transition arrangements have been applied.
- In some subjects, the curriculum plans set out precisely what pupils must learn and the order in which they must learn it. The detailed sequence of what must be learned is not as precise in all subjects. In these subjects, leaders do not have sufficient oversight of what is being taught to know for certain that pupils' knowledge and understanding are building up step by step. Leaders must ensure that all subject plans set out the sequence of learning in full detail from the early years through to Year 6.
- Because the most important concepts and vocabulary that pupils must remember in the long term have not been identified precisely in some subjects, staff cannot make best use of assessment to check that pupils remember what they need to know. Leaders must make sure that assessment is used well to check what pupils know and remember so that they can recall the most important concepts fluently and in the long term.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144461
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10199576
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Munro
<b>Headteacher</b>	Karen Coker
<b>Website</b>	<a href="http://www.robertshaw.nottingham.sch.uk/">www.robertshaw.nottingham.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy as part of Transform multi-academy trust on 1 June 2017.

## Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- Inspectors did deep dives in reading, religious education, physical education, mathematics, science and computing. They spoke with subject leaders, visited lessons, spoke with teachers and pupils and looked at pupils' work
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs and/or disabilities coordinator, learning mentor and subject leaders. They met with the leader of the early years.
- Inspectors met with representatives of the local governing body and Transform multi-academy trust.
- Inspectors spoke with several groups of pupils, a group of staff, and parents as they brought their children to school.

- Inspectors also considered the views of parents through the 20 responses to Ofsted Parent View. They considered the 15 responses to the staff survey and the 30 responses to the pupil survey.
- Inspectors visited the breakfast club. They observed pupils' behaviour in class and around school, including at playtime and lunchtime.
- Inspectors examined the single central record. They scrutinised documents provided by the school, including records relating to the safeguarding of pupils, leaders' plans for improvement, minutes of governors' meetings and curriculum plans.

### **Inspection team**

Di Mullan, lead inspector

Her Majesty's Inspector

Angela Kirk

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