

Inspection of an outstanding school: Shaw Hill Primary School

Anthony Road, Alum Rock, Birmingham, West Midlands B8 3AN

Inspection dates:

13 and 14 March 2023

Outcome

Shaw Hill Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils thrive at Shaw Hill. Staff encourage pupils to become independent and to develop a love of learning from the moment they join the school. For example, pupils in the early years quickly learn how to work collaboratively during their free-flow activities.

Pupils like going to school. They want to learn and be successful. In lessons, they work hard and stay focused on their learning. They enjoy the visitors who come to school to help bring their learning to life in subjects like history.

Pupils' behaviour in and beyond lessons is impressive. They enjoy each other's company at social times and play well together. Everyone follows the clear routines and expectations that are in place. They know this is the Shaw Hill way. Any bullying is dealt with quickly.

Leaders find creative ways to make sure pupils do not miss out on important learning or experiences. When they realised that many pupils had missed out on learning to swim during the COVID-19 pandemic, a temporary swimming pool was built on the playground so that more pupils could have swimming lessons.

Parents and carers are encouraged to be actively involved in their child's learning. Leaders provide helpful resources for parents, such as topic information booklets and workshops.

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

Leaders are passionate in their ambition of 'success for all'. They want all pupils to become well-rounded individuals, as well as achieve academic success. This vision is universally shared by all leaders and teachers. This is why pupils make excellent progress in their learning.

The curriculum has been designed in meticulous detail. Leaders have thought carefully about what they want pupils to learn, from early years through to the end of key stage 2.

This learning is broken down into well-sequenced steps. Leaders have also considered how to ensure that all pupils develop a rich vocabulary and use language well. This is built into the curriculum and reinforced in classroom activities and through displays.

Leaders provide staff with high-quality training around the curriculum. Teachers use well-chosen resources to help pupils know and remember more. The approaches to teaching and learning are consistent across classes and subjects. Pupils understand what they are learning. They enjoy opportunities to check their own learning, such as by using 'traffic lights' in mathematics. Teachers check pupils' learning during lessons and pause to recap or reteach important knowledge where needed. Pupils make links between subjects, for example using their mathematical knowledge in science lessons. They know to ask their teacher or teaching assistant if there is something they do not understand.

Leaders take a consciously inclusive approach to supporting pupils with special educational needs and/or disabilities (SEND). They ensure that these pupils have their needs accurately identified. Teachers adapt lessons to help pupils reach their short- and long-term targets. Pupils with SEND work alongside their classmates on the same topic, but have personalised steps to success. Teaching assistants provide appropriate support when it is needed. Learning journals are kept for each pupil with SEND, recording each step in their learning and development.

Reading is prioritised by leaders. Learning in the early years is thematically linked to stories and books. For example, pupils learn about castles and about how plants grow alongside reading 'Jack and the Beanstalk'. Pupils learn to read well through a phonics programme that is delivered with expertise by all staff involved. Leaders intervene quickly to help any pupil who falls behind. As pupils get older, they develop strong reading skills through their literacy lessons. Leaders have made sure that the books read by pupils match each stage in their reading journey. Pupils of all ages talk about enjoying reading.

Pupils are calm and manage themselves well when they move around the school. They show respect to each other, adults and the school environment. Learning mentors provide helpful support for any pupil who may have made the wrong choice. When they are needed, staff use sanctions carefully and fairly.

Leaders show their commitment to pupils' personal development through the 'Shaw Hill Curriculum Pledge'. This range of enrichment experiences is mapped alongside the personal, social and health education programme, assemblies and other learning opportunities. Leaders want all pupils to have a deep understanding of fundamental British values and what it means to be an active member of the community. Pupils value the leadership opportunities available. For example, the Junior Leadership Team was involved in the design and equipment choices for the updated playground.

Leaders and governors know their school and community well. This informs the thoughtful way they make decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their school community well. They make sure that all staff know how to keep pupils safe. Staff are vigilant and pass on any concerns they may have. Leaders follow up any concerns quickly. They ensure that pupils and their families receive appropriate support. Leaders ensure that all recruitment checks are carried out appropriately before adults start to work with pupils.

Pupils learn how to keep themselves safe in an age-appropriate way. This includes staying safe online and how to identify behaviour that may mean they are at risk. Pupils know whom they can talk to if they have any concerns.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2017.

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.

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

Unique reference number	103157
Local authority	Birmingham
Inspection number	10256949
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	The governing body
Chair of governing body	Mohammad Ali
Headteacher	Nadeem Bhatti
Website	www.shawhill.bham.sch.uk
Dates of previous inspection	8 and 9 March 2017, under section 5 of the Education Act 2005

Information about this school

- A new chair of the governing body has been appointed since the last inspection.
- The school operates nursery provision.
- The school has a breakfast club operating on the site. This provision is managed by the school.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other school leaders, governors and the local authority school improvement partner. She spoke with staff and pupils.
- The inspector carried out deep dives in early reading, mathematics and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector checked safeguarding procedures, including the recruitment checks made on staff. She met with the designated safeguarding lead, staff and pupils to discuss wider aspects of safeguarding. She scrutinised a range of documentation in relation to safeguarding.
- The inspector considered the responses to Ofsted's pupil and staff surveys. She also considered the responses to Ofsted Parent View, including comments submitted via the free-text facility.

Inspection team

Nicola Beech, lead inspector

His Majesty's Inspector

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