

# Robert Shaw Primary School

## Inspection report

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<b>Unique Reference Number</b>	122437
<b>Local Authority</b>	City of Nottingham
<b>Inspection number</b>	314296
<b>Inspection date</b>	10 November 2008
<b>Reporting inspector</b>	Kenneth Thomas

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	310
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Doug Sutton
<b>Headteacher</b>	Mrs K Coker
<b>Date of previous school inspection</b>	12 July 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Southfield Road Western Boulevard Nottingham Nottinghamshire NG8 3PL
<b>Telephone number</b>	01159155765
<b>Fax number</b>	0115 915 5768

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## Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the progress of different groups of pupils and the impact of action to raise standards; the consistency of teaching and learning, and the use of assessment across year groups; the effectiveness of the new management structure and of staff with coordinating responsibilities in raising standards; the levels of skills on entry to Early Years Foundation Stage (EYFS) and the progress children make, especially in language development, and the quality of the outdoor curriculum. Evidence was gathered from observations of lessons and pupils' work, parents' questionnaires, discussions with staff, pupils and the chair of governors, and extensive school documentation including its self-evaluation. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Robert Shaw Primary School is larger than most primary schools. Although the proportion of pupils claiming free school meals is below average, the socio-economic circumstances of families are mixed and in general, less favourable than the national picture. About two thirds of pupils are from minority ethnic backgrounds, with around one sixth in the early stages of learning English, which is above average. The proportion of pupils with learning difficulties and/or disabilities is well above average, although none have a statement of special educational need. Most children enter school with skills and experiences that are below the expected levels. The headteacher took up post in September 2007. The school holds the Healthy Schools Gold and Activemark awards and Investor in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, which provides a good education for its pupils. Pupils say that they really enjoy being at this school because everyone is friendly and children from all backgrounds get on well together. Parents and carers agree. One wrote, 'The school is always happy and friendly, staff are always helpful and approachable to both parents and children'. The school takes pride in the diverse nature of pupils' cultural heritage and uses this to add richness to school life and learning. Pupils of all backgrounds are fully integrated into the school community and are effectively supported. This is particularly important given the large number of pupils from homes where English is not the main spoken language. As one parent wrote, 'My English is not very good but I am very comfortable in approaching the school because they try hard to understand what I am saying'. Initiatives to improve communication and strengthen links with parents are much appreciated.

The headteacher, supported well by the senior leadership team, staff and governors, provides a clear sense of direction for improvement. Since taking up her post, the headteacher has injected new energy and introduced a range of well-considered strategies to support the drive for improvement. These strategies include the thorough and accurate evaluation of the work of the school, and closer and more regular monitoring of pupils' progress. The management structure has been revised, roles and responsibilities redefined and new staff appointed to key coordinating positions. The impact of these changes is seen in a more sharply focused approach to the raising of standards. Staff in leadership positions are supported by the good teamwork that is evident throughout the school. Governance has improved since the last inspection and is now good. Governors are more involved in monitoring the work of the school and are in a better position to fulfill their roles as critical friends.

Reflecting the fact that many pupils are still developing full competence in the use of English, standards at the end of Year 2 are below average. Nevertheless, good foundations are laid in Key Stage 1. In the later years, particularly in Years 5 and 6, teachers and pupils build on these foundations. As a result standards in English, mathematics and science rise to be close to average at the end of Year 6. These standards represent good achievement overall. Pupils' good progress is based on good teaching and learning, and effective support for pupils in the early stages of English language acquisition. This extends to pupils with learning difficulties and/or disabilities, so that they also make good progress.

Teachers are enthusiastic, have good subject knowledge and high expectations. Typically, lessons are well planned to provide challenging activities that stimulate pupils' interest and actively engage them in learning. As a result, the pace of lessons is brisk and pupils show clear enjoyment in learning. Classroom management is effective and good behaviour is a feature of most lessons. This makes a significant contribution to pupils' achievement. In some lessons, progress is slowed because introductory activities are too long and pupils spend too much time listening to the teacher. In these lessons pupils tend to become inattentive and learning time is lost. In many classes the marking of pupils' work provides clear guidance on the standard expected and what they must do in order to improve. However, this good practice is not consistent across year groups.

Pupils' personal development, including their spiritual, moral and social development is good. Their cultural development is outstanding. Staff are conscious of the need to give pupils a broad understanding of the wider community and capitalize on pupils' own cultural backgrounds

to achieve this. As a result, pupils demonstrate an impressive knowledge and understanding of the diversity of cultures within society as a whole. They feel safe and secure within this caring, nurturing environment where friendship and respect for one another are the norm. As a consequence, behaviour and attitudes to learning are good. Pupils say that bullying is rare. They are confident that if an incident did occur, staff would treat it very seriously. Pupils' enthusiasm for school is reflected in the excited way they enter school at the start of the day. The school has good procedures to ensure that pupils are in regular attendance. Attendance, which is average, would be higher were it not for family holidays taken in term-time. Pupils develop a good understanding of healthy lifestyles and demonstrate a clear understanding of right and wrong. They respond extremely well to the numerous opportunities to take responsibility, many of which help pupils to develop their enterprise skills.

Good care, support and guidance underpin pupils' personal development. Staff demonstrate strongly caring attitudes, and pupils receive good personal support at the time of transition between schools, for which they are well prepared. They say that they are able to talk with teachers about any of their concerns. The school fully meets statutory requirements for the protection of children and monitors health and safety issues closely. The good curriculum contributes significantly to the pupils' considerable enjoyment and to their learning. There is an appropriate focus on the development of key literacy skills in all subjects. The curriculum is enriched by visits and visitors to the school, and pupils benefit from a good range of extra-curricular activities. Computer resources have been enhanced since the last inspection and these, together with the electronic whiteboards, are used effectively to support teaching and learning across the curriculum. Assessment practices are becoming more consistent through the school and pupils' progress is now tracked more regularly. In the upper years, pupils know their targets and have a clear focus for their learning, but this good practice is not consistent across all year groups.

The strong commitment to providing the best quality of education possible that exists amongst staff, governors and parents gives the school good capacity for continued improvement. The school gives good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children start in the EYFS at the beginning of the year in which they are five. Whilst there is a wide variance in their skills, taken overall, their knowledge and understanding are well below those expected for their age. Children settle quickly into the routines of school because of the good care, support and guidance provided by the staff. Good induction procedures, including good links with parents, help children to feel at home in their new environment and they make good progress. However, many children take longer with the development of literacy skills because English is not their first language. As a result, standards on entry to Key Stage 1 are below average. Leadership of the EYFS is good and staff work well together to plan a curriculum that contains a good balance of adult-led activities and opportunities for child-initiated play. These are interesting, stimulating and promote children's independence. Because the outdoor area is in the final stages of refurbishment, the outdoor curriculum has not yet been fully developed to enable children to get the greatest benefit from outdoor play. Staff interact effectively with children to develop their vocabulary and to extend their learning. An increased focus on teaching phonics in a systematic way is beginning to make a difference to the children's knowledge of letter sounds and to their skills in reading and writing. Personal development is

good. Children learn to share equipment and to work and play safely. They develop good awareness of health issues, such as the importance of drinking water.

### **What the school should do to improve further**

- Ensure greater consistency in teaching and learning so that pupils are actively engaged and independent learning is promoted in all lessons.
- Ensure greater consistency in teachers' marking and feedback to pupils, so that pupils are provided with clear guidance on the standard of their work and how to improve it.
- Ensure planned activities in the Reception class make effective use of the outdoor area to develop children's skills across all areas of learning.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 November 2008

Dear Children

Inspection of Robert Shaw Primary School, Southfield Road, Western Boulevard, Nottingham, NG8 3PL

Following my visit with Mr Foster when we inspected your school I am writing to tell you what we found out. Before I do, I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. I have told your teachers how you were all so helpful and polite, and, through our discussions with you, it was good to hear how much you enjoy school.

We agree with you and your parents that this is a good school and one that is helping you to do well. We particularly liked the way in which you work hard in your lessons and make good progress. A real help to your teachers is your good behaviour because it allows them to concentrate on helping you to learn. You told us how much you like lessons in which you are actively involved and do not spend too much time sitting and listening, and we have asked your teachers if all of your lessons can be like this. All the staff take good care of you and work hard to keep you safe and healthy. Your teachers also help you by spending a lot of time marking your work. We have asked that when they do this, they give you clear guidance on the standard of your work and what you must do in order to improve. When we were in the school, we saw that the new outdoor area for the children in Reception is very close to completion. It will be a very exciting area and we have asked your teachers to develop the activities for the area so that the best possible use is made of it.

Your headteacher leads the school well and, together with all other staff and governors, is keen to make sure that you make the most of your time at school. Having met you, we know you will all want to continue to play your part in helping the school to be even better. Through your hard work and the care you show each other, together with your willingness to take on responsibility, you all help to make Robert Shaw such a happy and successful community.

With best wishes for your future.

Dr Kenneth C Thomas

Lead inspector