

Robert Shaw Primary School

Inspection report

Unique Reference Number	122437
Local Authority	Nottingham
Inspection number	380471
Inspection dates	28–29 November 2011
Reporting inspector	Bogusia Matusiak-Varley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Doug Sutton
Headteacher	Karen Coker
Date of previous school inspection	10 November 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 26 lessons taught by 16 teachers. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at information kept about pupils' progress, curriculum and lesson plans, documents regarding the care and protection of pupils, the school improvement plan, pupils' exercise books and individual education plans of pupils with special educational needs and/or disabilities.

They analysed 6 questionnaires completed by staff, 101 by pupils and 61 completed by parents and carers.

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

- Pupils' progress in writing, particularly for pupils who speak English as an additional language.
- How well different groups of pupils especially those who speak English as an additional language, more-able pupils and those with special educational needs and/or disabilities are being challenged in lessons by teachers' use of assessment.
- The progress made by children in the Early Years Foundation Stage in communication, language and literacy.

Information about the school

This is a larger than average primary school. The school has a high proportion of pupils from different ethnic minorities, the main groups being Pakistani and Bangladeshi. Nearly half of these pupils speak English as an additional language and are at the early stages of acquiring English. The proportion of pupils known to be eligible for free school meals is below average as is the number of pupils identified with special educational needs and/or disabilities. The number of pupils with a statement of special educational needs is above the national average. Their needs include physical disabilities, autism, severe learning difficulties and behaviour and emotional issues. The school has Healthy School Gold Award, Investors in People, International School Award and Bronze Eco School Award. The proportion of pupils who join or leave the school part-way through their schooling is increasing and is high in some classes although numbers vary year on year.

The school has an Ofsted registered pre-school on the premises which operates on a part-time basis and was not the subject of this inspection. The school also has a 40 place breakfast club which operates for 45 minutes daily funded by the West 8 Cluster of schools and 'Cares for kids' charity.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good quality of education for its pupils and is highly inclusive. Each child's uniqueness is valued. 'We love our school because our teachers are great and, as we all so different, there is so much we can learn from one another', said one school councillor.

Pupils' achievements, while inconsistent in some year groups, are nevertheless good overall due to good teaching and learning. Standards are broadly average in speaking and listening reading and mathematics by the time pupils leave school. In writing, standards are just below average but are improving. The school has successfully improved standards in reading which had a two year dip in 2010 and 2011. Analysis undertaken by the school shows that many pupils who speak English as an additional language struggled with higher order reading and writing skills, an area which the school is addressing. In mathematics, pupils make good progress and achieve well. From well below average attainment on entry to Reception, pupils attain average standards by the end of Year 6 and generally make good progress. Progress dips in some year groups because of inconsistencies in the use of information from assessments to match tasks to pupils' needs. Progress in writing is not as fast as that in mathematics because some teachers use too many worksheets and do not give pupils sufficient opportunities to write about what they have read. There is limited extended writing in other subjects. The best rates of progress are in Year 2 and Year 6 where teaching is consistently outstanding and pupils are given plenty of opportunities to write in other subjects. Children in Reception make good progress in all areas other than in early writing where progress is satisfactory. There are missed opportunities in the overall good provision for teachers to capitalise on modelling writing through play.

Parents and carers are delighted with the school. 'Our children learn well, we are made to feel part of the school and the staff are fantastic', said one parent speaking for many. Pupils' personal development is good. Pupils are confident, polite and work hard in lessons. They enjoy learning and have good attitudes to work. They behave well and movement in the corridors is exemplary. They are caring towards one another and the school is a very harmonious community. Pupils' personal development including their spiritual, moral, social and cultural development is supported well due to an exciting curriculum and good care, guidance and support. Pupils have a good knowledge of world faiths and, as a result, treat one another with respect.

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Teaching and learning are good because of the many techniques staff use to keep pupils on task. Information and communication technology is used well and support staff make a valuable contribution to pupils' learning. Good use of paired work and peer assessment develops pupils' social skills. However, sometimes more capable pupils are not sufficiently challenged, especially in writing. In some lessons, opportunities are missed to capture pupils' ideas in writing and often pupils are not given sufficient opportunities to write about what they have read. Boys attain as well as the girls because the newly implemented creative curriculum engages their interest. Historically, Pakistani pupils did not do as well as the small number of Bangladeshi and Indian pupils. This is no longer the case. All groups of pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities are making good progress. The progress of more-able pupils is inconsistent especially in writing, an area which is being addressed by the school.

Pupils have good knowledge of healthy lifestyles, they make healthy choices at lunchtime and many walk or cycle to school. Pupils know about personal safety and look after one another at playtimes. Safeguarding procedures are robust. Attendance is average but there are still some families who take extended holidays in term time which are not authorised. The well-run breakfast club has contributed to improved attendance. Pupils make a good contribution to the community by supporting charities and visiting local places of worship. Older pupils have pen pals in France and Thailand.

The school is totally committed to inclusive practices and ensures that all pupils have full access to the curriculum. Senior leaders and the governing body know the school's strengths and areas for development. The headteacher has set an ambitious plan for the school to raise standards even further. Good monitoring procedures are in place to check on pupils' progress and staff are regularly asked as to how different groups of pupils improve their learning in pupil progress reviews. The school has good capacity to improve and offers good value for money as evidenced by improved standards in mathematics, recent improvement in reading and writing and improved teaching and learning.

What does the school need to do to improve further?

- Improve the rates of pupils' progress in writing by:
 - using information from assessment to plan tasks to meet pupils' needs and offer further challenge for more capable pupils
 - ensuring that every opportunity is taken to develop writing from what pupils have both said and read in lessons
 - limiting the use of worksheets and providing more opportunities for extended writing across the curriculum
 - ensuring that Early Years Foundation Stage teachers model the writing and provide more opportunities for writing through play activities.

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- Improve the quality of teaching to that of the best by providing more opportunities for staff to observe and learn from their colleagues in Years 2 and 6.
- Improve attendance by working more closely with those parents who take their children out of school for extended holidays during term time.

Outcomes for individuals and groups of pupils

2

Lesson observations, scrutiny of work and recent analysis of data show that standards are rising. All groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress. The school has a good range of multicultural texts which appeal to the interest levels of pupils. The school has successfully narrowed the attainment gap for pupils known to be eligible for free school meals, who are now attaining as well as their peers. This is because the work of support staff and highly focused support for pupils who are in danger of falling behind are paying dividends. Well-targeted support for guided reading and problem solving in mathematics, with a focus on pupils who are struggling, is producing results.

Learning in lessons is characterised by pupils hanging onto the teachers’ every word. In an excellent Year 6 literacy lesson, pupils explained how Hamlet had trusted the wrong people and how isolated he must have felt in his dealings with his mother. In an outstanding Year 6 mathematics lesson, the teacher consistently checked pupils’ understanding of number operations and pupils were reassured that strategies for working out perimeters could be applied to more complex problems. In Year 2, pupils made excellent progress in mental mathematics as they worked out number bonds to 20 and beyond. Pupils, throughout the school, work well in groups and check one another’s answers offering pointers for improvement. Pupils behave well in lessons and are very caring and kind. They feel safe and say that they are well looked after and that there is no bullying because they care about one another. They have a good grasp of how to keep healthy and enjoy the different clubs and activities. They care about their environment and take recycling very seriously as evidenced by the Eco Award. Pupils work well in groups and teams and look after those with physical impairment to make sure that they are included in both work and play. Pupils have good knowledge of customs, tradition and faiths of multicultural Britain. They contribute well to the community and raise funds for a variety of charities. They are respectful of one another and see diversity as being very positive. With their improving skills in literacy and numeracy, pupils are satisfactorily prepared for their next steps in education and the future world of work.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning

2

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Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has taken many initiatives aimed at improving aspects of pupils' historical underperformance. There are appropriate plans and strategies in place to narrow the achievement gap of pupils who have newly arrived at the school with no English or any pupils who might be at risk of underperforming. There is no inadequate teaching in this school; while there are some inconsistencies, teachers nevertheless consistently plan exciting learning opportunities for pupils. Pupils are clear about what they need to learn and the skills they need to apply in order to succeed. New vocabulary is explained to pupils who are at the early stages of language acquisition and the thematic approach of linking subjects together through a well thought out curriculum which enables pupils who are acquiring English as an additional language to consistently practise new vocabulary in a range of contexts. This contributes to pupils' good progress. A good range of well-attended clubs, including the breakfast club, promote good social skills and an interest in learning.

Pupils with special educational needs and/or disabilities are well supported and parents and carers are very pleased with the way all their children are included in all aspects of school life. Good liaison with a range of agencies including social services, speech and language therapists contribute to the good care, guidance and support of these pupils. Strong systems are in place to support transition into school and future secondary schools.

These are the grades for the quality of provision

The quality of teaching	2
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¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is relentless in her drive to ensure that all pupils get the best deal. The senior leadership team and governing body underpin a strong sense of purpose in all aspects of provision while maintaining the positive ethos of mutual respect and care. A contributory factor to the school's success is the strong team work of staff, led by the headteacher, who makes her expectations crystal clear to all staff. Teachers receive action points as a result of careful monitoring of teaching and learning by the headteacher and these are regularly checked up on to ensure that the quality of teaching is good. The performance management of staff is robust. There is now reliable data and staff are held to account for pupils' progress. The governing body checks that different groups of pupils make the required progress and no child is left behind. The school development plan has identified all the correct issues for improving attainment. The governing body has a good understanding of the school's strengths and areas for development, and challenges the school to good effect. The promotion of community cohesion is strong. The school ensures that all faiths are equally valued and celebrated and the school is a microcosm of racial harmony. Good arrangements for safeguarding ensure that pupils are safe and secure. Staff work very well with professionals to protect vulnerable pupils and ease their access to the curriculum. Parents and carers are delighted with the range of workshops that the school provides to enable them to be true partners in learning and they are particularly appreciative of the regular homework that pupils undertake.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

Outcomes for children are good in all areas other than in early writing where they are satisfactory, due to missed opportunities to develop these skills through play. Progress is good in speaking and listening and early reading taking into account the very low levels of attainment on entry. Teachers are skilled in ensuring that children have creative, stimulating learning experiences which they want to talk about. Sitting warmly wrapped up in a room with a cold air fan blowing and windows wide open children talk about what clothes they need to pack as young explorers of the North Pole. Teaching is good because staff plan all activities around a central theme giving pupils opportunities to practise their newly acquired vocabulary. Every activity is underpinned by a clearly defined learning intention and this contributes to good progress. Careful observations of children’s performance are noted and shared with parents and carers resulting in good communication between home and school. Staff have high expectations of behaviour and firmly established routines contribute to good personal, social and emotional development. All groups of children, including boys, Pakistani, Indian and Bangladeshi pupils, pupils with special educational needs and/or disabilities and those who speak English as an additional language, make good progress and are well prepared for entry into Year 1 in all but early writing where progress is satisfactory. Leadership and management of the Early Years Foundation Stage are good and support staff are deployed well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Less than one fifth of parents and carers returned the questionnaires, a smaller proportion than is usually found in other schools. The school’s own survey of parental views agrees with the inspection questionnaire and confirms that parents and carers are very pleased with everything the school offers, especially the open door policy and friendliness of all staff. They feel that teaching is good, the school is safe and their children are happy and learn well. Inspectors found that the school works well with parents and carers and involves them in their children’s learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Robert Shaw Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 358 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	62	22	36	1	2	0	0
The school keeps my child safe	38	62	21	34	2	3	0	0
The school informs me about my child’s progress	33	54	25	41	2	3	1	2
My child is making enough progress at this school	33	54	24	39	3	5	1	2
The teaching is good at this school	32	52	26	43	1	2	0	0
The school helps me to support my child’s learning	27	44	29	48	5	8	0	0
The school helps my child to have a healthy lifestyle	23	38	34	56	3	5	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	38	33	54	0	0	1	2
The school meets my child’s particular needs	26	43	31	51	2	3	1	2
The school deals effectively with unacceptable behaviour	26	43	31	51	2	3	1	2
The school takes account of my suggestions and concerns	25	41	34	56	1	2	0	0
The school is led and managed effectively	31	51	30	49	0	0	0	0
Overall, I am happy with my child’s experience at this school	32	52	27	44	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



30 November 2011

Dear Pupils

Inspection of Robert Shaw Primary School, Nottingham, NG8 3PL

Thank you for making us so welcome in your school. You are absolutely right, you attend a good school and your teachers help you learn. You have excellent relationships with them and it was lovely to see you enjoying yourselves so much in lessons. I still have Year 1's chant of the trip, trap, trip, trap story of *Three Billy Goats Gruff* ringing in my ears.

We were particularly impressed with your behaviour and how safe you feel in school. Well done for trying to eat healthily and walking and cycling to school. You are developing into confident, respectful, young people who care deeply about world issues such as getting along well with people of different backgrounds, religions and countries, and you have really good knowledge of how to look after our planet. You make good progress in speaking and listening, reading and mathematics. Your teachers know their craft and make lessons interesting for you such as making links with what you read and other subjects. It was lovely to see you help one another and the older ones of you really do take responsibility for the younger ones.

We have asked you headteacher, governing body and teachers to help you to do better in your writing and to challenge those of you who find work a bit easy. We have asked them to give you (and those of you in the Early Years Foundation Stage) more opportunities to write and structure writing tasks based upon information they have from the work that they assess. You can help by taking opportunities to write about what you have said and read. We have also asked your teachers to look at their colleagues in school who consistently teach exceptionally well to see how to

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improve. That way you will be making even better progress. You can also help by ensuring that you do not take holidays in term time, telling your parents and carers that you might miss some exciting work.

Yours sincerely

Bogusia Matusiak-Varley
Lead inspector

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