

Shaw Hill Primary School

Anthony Road, Alum Rock, Birmingham, B8 3AN

Inspection dates

6–7 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The consistently strong leadership of the headteacher enables all staff to work effectively as a team. Consequently, teaching and pupils' achievement have improved.
- Achievement is good. Pupils' attainment has risen each year since the previous inspection. It is rising at a faster rate than that found nationally because pupils' progress is improving rapidly and exceptionally well towards the end of Key Stage 2.
- Pupils and all adults in school work well together to create a warm, welcoming and friendly atmosphere. They rightly feel proud of their school.
- Teaching is generally good in all areas, with some that is outstanding.
- Children in the Early Years Foundation Stage make outstanding progress and are well prepared for the move to Year 1.
- Additional adults employed to help pupils who have some difficulty with learning are very effective.
- The work planned for pupils and the additional activities provided for pupils out of school hours are mainly effective.
- Governors have an increasingly accurate picture of the school's strengths and developmental needs.

It is not yet an outstanding school because

- Governors are not yet sufficiently clear on using information about pupils' achievement to enable them to hold leaders fully to account for pupils' performance.
- On occasion, the work is not demanding enough of the more-able pupils in Years 3 to 5.
- Pupils do not always fully understand what they read, and this slows their progress.

Information about this inspection

- Inspectors observed 22 lessons, two of which were jointly observed with the headteacher. Pupils were heard to read, and were observed as they moved around the school and played outside.
- Meetings were held with pupils, senior leaders, subject and key stage leaders, 10 members of the governing body and the school improvement adviser.
- Inspectors took account of the 21 responses to Parent View (Ofsted’s online questionnaire for parents) as well as parents’ spoken views. Thirty-seven staff questionnaires were also taken into account.
- A wide range of documentation, including the school’s own data on pupils’ progress, future plans, policies and teachers’ performance, was also taken into consideration.

Inspection team

Keith Shannon, Lead inspector	Additional Inspector
Kevin Butlin	Additional Inspector
Rosemary Barnfield	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, looked after children and the children of service families) is in line with national averages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, but the proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- All pupils are from minority ethnic backgrounds, and the proportion who speak English as an additional language is much higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Enhance the effectiveness of leadership and management by ensuring that:
 - senior leaders and teachers make better use of the school's information about pupils' progress to enable more pupils, especially the more able, to always have demanding work so they make accelerated progress in Years 3 to 5
 - governors are provided with even clearer information on pupils' achievement so that they can check carefully on how well pupils are doing and hold senior leaders to account for pupils' performance.
- Raise pupils' achievement by ensuring that their understanding of what they are reading is strengthened.

Inspection judgements

The achievement of pupils is good

- Achievement is good because the progress of all groups currently in the school is improving rapidly from starting points that are often well-below those typical for their ages when they start in the Nursery or Reception classes.
- Lesson observations and pupils' work show that the yearly improving trend since the previous inspection is set to continue, with overall standards currently coming into line with national standards.
- The achievement of children in the Early Years Foundation Stage is outstanding. They enter Year 1 at levels that are not far short of what is usual for their age.
- The rate of progress slows during Years 1 and 2 when pupils do not always fully understand enough from their reading. However, progress remains good overall.
- Pupils read widely and often for pleasure. The teaching of phonics (the linking of letters and sounds) is good, with pupils able to read new words and phrases, but they do not always have sufficient understanding of the meaning of the words they read.
- Progress through Key Stage 2 is good, but uneven. There is a concerted effort for Year 6 pupils to achieve high levels in their final tests, but in other years at this key stage the more-able pupils do not always have the opportunity to make the progress of which they are capable because the work they are given is not always demanding enough.
- The school is strongly committed to securing equal opportunities for all pupils, whatever their background or ability, and discrimination of any sort is not tolerated. All pupils are expected to do their best. As a result, all groups of pupils, including those who speak English as an additional language, make good progress. High-quality support, including specialist teaching, ensures that disabled pupils and those who have special educational needs make good progress, similar to that of other pupils.
- For those pupils whose circumstances make them vulnerable, including those with complex emotional and behavioural needs, the understanding of their needs by staff ensures the provision of sensitive and caring support to enable them to achieve well.
- The school's own data show that in the 2012 tests the attainment of Year 6 pupils who were eligible for pupil premium support was close to that of other pupils in the school in both English and mathematics. These pupils made good progress and exceeded the attainment of similar pupils nationally.

The quality of teaching is good

- Most teaching is good, and sometimes outstanding. The best teaching matches the work to individual pupils' abilities, with teachers ensuring that clear learning objectives are fully understood by all. In one outstanding example of teaching, pupils had a highly structured period of learning where they could develop many skills, independently, through the planning that had taken place previously.

- From their first experience of school in the Nursery, children are encouraged to learn through questions and exploration. Every opportunity to learn is used, especially through play, and the extension of their confidence in using language is strong.
- Disabled pupils and those who have special educational needs are taught well. Teachers' and learning support assistants' very good subject knowledge promotes these pupils' good progress, independence, cooperation and enjoyment. Comments by teachers are constructive, plan for the next steps for these pupils to take in their learning and enter into dialogue with each individual.
- Although pupils are able to apply their knowledge to their learning, teachers do not always make sure pupils fully comprehend the meaning behind the work. This was seen during reading sessions where pupils could form words, but had little idea of what they meant.
- Most teaching plans for pupils to work at a brisk pace. There is effective use of questioning, opportunities for pupils to work with a partner and undertake independent research. Teachers' expectations of what pupils can achieve are, usually, very high. All staff are united in believing that pupils can succeed – beyond the levels the pupils set for themselves.
- Writing is competently taught. There are examples of pupils' work showing writing for different purposes and in several subjects, such as in history and in religious education, but this aspect is not yet highly developed
- Updated information about pupils' progress is used to set work which is more challenging than in the past. Planning of learning is amended to take better account of the progress pupils make from lesson to lesson. This then results in a better match of activities planned for pupils of all abilities. Teachers are mostly able to adapt the learning that is planned when necessary. While work is demanding overall, so that pupils are making better progress, it is not always demanding enough to bring about exceptional progress and improved levels of attainment for the more able in Key Stage 2.
- The quality and usefulness of marking have improved considerably so that pupils are clear about how they can improve their work. There are some good examples of pupils amending, improving and marking their own work and that of each other, and this is helping them to take more responsibility for their own learning and progress.

The behaviour and safety of pupils are good

- In the majority of lessons, pupils display very positive attitudes towards learning. They settle quickly and do not waste time. All who were spoken with are rightly proud of their school.
- All around the school and the playground there are reminders of what type of behaviour is expected and acceptable. Pupils are encouraged to reflect upon their attitudes towards one another, and the values that are important in life.
- Teachers generally manage behaviour extremely well. Low-level disruption is rare, but does occur. For example, in one lesson, two pupils were seen to be talking and not engaged in their work for several minutes. Behaviour management is underpinned by strong, well-established and well-understood systems. Pupils have been fully involved in reviewing the behaviour policy and devising rewards and sanctions which are shared with all pupils and parents.

- The behaviour of pupils in and around the school and on the playground is good. Pupils say that bullying is rare and that the trained peer mediators make a positive difference in settling minor arguments or 'fallouts'. Pupils follow the school rules and respect one another. Pupils reported that they know what to do when they are worried or upset, or if any bullying occurs.
- Pupils know how to stay safe. Lessons on road and internet safety, and visits from outside speakers, all help to ensure that they are aware of how to remain safe. Older pupils are particularly aware of the importance of keeping personal information safe when using the internet.
- There have been a number of minor racist incidents over the past few years, mainly name calling, and the school has dealt with these very carefully and effectively. All staff are resolute in their belief that any form of prejudice will not be tolerated.
- Attendance is average and has risen each year since the previous inspection. The school positively promotes attendance through whole-school and class awards. Pupils are able to win many things, including bicycles. The school is very active in following up instances of low attendance. However, despite the hard work put in to improve attendance, some families took extended visits to relatives in Asia last year. The headteacher and governors are working hard to ensure all parents are aware of the importance of their children's attendance at school.

The leadership and management are good

- The outstanding leadership, passion and drive of the headteacher has enabled many staff to flourish under his tutelage. He is respected by all staff and, together, they have made great improvements to achievement and teaching since the previous inspection.
- Leaders monitor the quality of teaching and learning far more effectively than previously, and all staff are held accountable for their performance. Teachers show an improving understanding of how to use data about pupils' progress in order to challenge them to learn well. Staff are aware of how their salaries are linked to their performance in enabling pupils to achieve well.
- All teachers are observed by the headteacher or other senior staff, and suitable targets for improvement are set. However, these targets are not always focused sharply enough to improve less-effective teaching and to make more teaching outstanding. In particular, there is not yet enough emphasis upon use of information on progress, especially of the more able in Key Stage 2, to fully extend pupils' learning.
- The school works extremely well with parents. Some of the governors, for example, operate a community room that enables parents to access social support and language support. The school makes these relationships a high priority. Parents are pleased with, and grateful for, the high-quality workshops that are provided for them to support their children's learning.
- Subject and key stage leaders exhibit enthusiasm for, and belief in, what the school is trying to achieve for pupils – both academically and in their personal development. The headteacher has recently felt able to delegate further responsibilities to a number of staff, both teaching and support, and senior leaders oversee on-going training. While this is still in its early stages, staff are relishing the opportunities being created.
- Pupils enjoy a wide range of extra-curricular activities, including visits out of school, and these are valued. The activities reflect the interests of pupils and have a positive impact upon the

nurturing of their self-esteem and confidence.

- The way that pupils' spiritual, moral, social and cultural development is promoted is a strength of the school. Pupils have opportunities to be involved in school decision making, and they receive a well-balanced curriculum which makes reference to many faiths.

■ **The governance of the school:**

- Governors know the school well and are committed to improving it further. The governing body has revised its structure and way of working in the past few years, which has enabled governors to challenge the school and hold leaders to account for its effectiveness. They have a clear understanding of the school's strengths and how the school's standards compare with those of other schools nationally. Although governors are, generally, well informed, they do not always ask for specific information on achievement with which to question leaders to account for pupils' performance. The governing body knows what the school is doing to reward good teaching and how it tackles any underperformance. Governors make sure that teachers' pay is based on how well pupils make progress and achieve. Some governors are regular visitors to the school, which benefits from individual governors' expertise and experience in education. Governors understand how the pupil premium funding is spent, for example on training, resources and additional staffing to provide extra support for eligible pupils in literacy and numeracy, and its impact on improving levels of pupils' attainment. New governors take induction training so they can fulfil their roles effectively. The governing body is self-critical and understands where it can strengthen its own expertise. Governors ensure that the school meets all statutory obligations, including those relating to safeguarding and the safe recruitment of staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103157
Local authority	Birmingham
Inspection number	400036
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Umar Wazir
Headteacher	Nadeem Bhatti
Date of previous school inspection	23 March 2011
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