

# Shaw Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	103157
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336021
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Roy Bowers HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Frank Bruce
<b>Headteacher</b>	Margaret Barnfield
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Anthony Road Alum Rock Birmingham
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited twenty lessons, and held meetings with a governor, staff, pupils, parents, a local authority officer and a representative from the external agencies. They observed the school's work, and looked at a range of school documentation including records for the tracking of pupils' progress, the school development plan, individual education plans, headteacher's reports to the governors, health and safety policies, curriculum policies and a range of other policies and plans. The inspectors also took account of the 128 parental questionnaires which were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in all classes in reading, writing and mathematics
- the degree of challenge in lessons for the more able pupils
- provision for the most vulnerable pupils
- how effectively leaders at all levels check the quality of the school's work and use the information for future improvements.

## Information about the school

This is a large primary school which serves the Alum Rock area of Birmingham. Most children who enter the school are at the early stages of learning English. The vast majority of pupils are of Pakistani background. The proportion of pupils with special educational needs and/or disabilities is average. The school has achieved Healthy School status.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Over recent years, pupils' attainment at the end of Key Stage 2 has been significantly below average and has steadily declined. The 2009 end of Key Stage 2 national test results show that fewer than one half of the pupils reached the expected level in mathematics. Evidence from the inspection shows that in all key stages pupils' attainment in writing is very low and the more able pupils do not make the progress they could in reading, writing and mathematics. Although pupils' learning and progress are satisfactory in all key stages, they are not good enough to raise pupils' attainment.

Children settle well into the Nursery and make satisfactory progress throughout the Early Years Foundation Stage. Although children's attainment by the end of the Early Years Foundation Stage has improved since the last inspection, it remains well below that expected for children of this age.

Although there is some good teaching, too much is no better than satisfactory and some is inadequate. Teaching assistants often provide effective support for the lower attaining pupils. In many classes the work given to the more able pupils is too easy and lacks sufficient challenge.

Pupils are polite, kind and behave well. They say that they feel safe and secure, and enjoy coming to school. The school works effectively with outside agencies to ensure that all pupils, especially the most vulnerable, are cared for well. Nearly all of the parents who replied to the inspection questionnaire agree.

Leaders at all levels are committed to raising achievement and have systems in place to gather and record information about pupils' progress and the quality of provision. However, this information is not used rigorously enough to identify precisely the reasons why pupils' attainment is not rising, to set challenging targets for improvement, to monitor the progress made by all groups of pupils and to hold staff to account for the progress made by the pupils. The school has not been successful in raising attainment by the time pupils leave the school and has, therefore, shown that it does not have satisfactory capacity to ensure sustained improvement.

**What does the school need to do to improve further?**

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- Raise pupils' achievement by:
  - raising pupils' attainment and improving progress especially in writing in all key stages and in mathematics by the end of Year 6
  - increasing the proportion of pupils who exceed the levels expected for their age in all subjects and in all key stages
  - raising pupils' attainment and progress in all areas of learning in the Early Years Foundation Stage.
- Improve the quality of teaching and learning by:
  - ensuring that the majority of teaching is good or better and, as a matter of urgency, ensuring that all inadequate teaching is eliminated
  - ensuring that work is carefully matched to the capabilities of more able pupils so that they receive sufficient challenge.
- Improve the effectiveness of leadership and management by:
  - ensuring that leaders and managers at all levels and in all key stages use the self-evaluation information more rigorously to; identify precisely the reasons why pupils' attainment is not rising; set challenging targets for improvement; monitor the progress made by all groups of pupils and; hold staff to account for pupils' progress.

**Outcomes for individuals and groups of pupils****4**

In recent years, pupils' attainment at the end of Key Stage 1 and Key Stage 2 has been consistently significantly below average. Although attainment in mathematics at the end of Key Stage 2 had been rising steadily from 2004 to 2008, the 2009 test results show that it has fallen sharply. Attainment in English at the end of Key Stage 2 has been declining steadily from 2006. Although the test results and teacher assessments show that overall attainment at the end of Key Stage 1 improved in 2009 and there were some improvements in the proportion of pupils who attained the higher Level 5 at the end of Key Stage 2, there has been no significant trend in improvement in pupils' attainment in Key Stage 1 or Key Stage 2.

Pupils' progress in Key Stage 2 has declined in recent years. Inspection evidence shows that pupils make good progress in some classes, but in most classes it is no better than satisfactory and sometimes inadequate. Pupils' progress is satisfactory but overall their achievement is inadequate because by the end of Key Stage 2 their attainment is low. The progress of pupils with special educational needs and/or disabilities, those from non-Pakistani backgrounds and those most vulnerable, is in line with that of their peers in the school.

Pupils' enjoy school and feel safe and well cared for. Although bullying occasionally happens, it is rare and pupils are confident that any instances will be dealt with well. Pupils are involved in formulating guidelines for behaviour and understand clearly what is expected. They appreciate the system of rewards and sanctions and behave well in classrooms and around the school. Pupils' spiritual, moral, social and cultural

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development is good. They have a good awareness and understanding of different cultures and backgrounds. Pupils enjoy eating healthily at lunchtimes and understand what constitutes a balanced diet. They join in enthusiastically with sporting activities. Through the school council, pupils express their views and are proud of their contribution to the development of the playground. They are keen to raise money to help local and national charities. Enterprise schemes and opportunities to work in teams help pupils to develop important skills for life, such as teamwork and collaboration. However, pupils' lack of attainment in the basic skills of reading, writing and mathematics means that they are not prepared well enough for the next stages of their learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Although there is some good and occasionally outstanding teaching, too much is only satisfactory and some is inadequate. The strong relationships between adults and pupils help ensure that most lessons are orderly and calm. However, inspectors observed inadequate teaching where work given to pupils did not interest them and was not

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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matched sufficiently to their capabilities. Consequently, some pupils began to disrupt the learning of others.

In most lessons pupils with special educational needs and/or disabilities are effectively supported by teaching assistants who ensure that they are guided carefully through small learning steps. In contrast, teachers' expectations of the more able pupils are often too low, resulting in work given to them which does not provide sufficient challenge.

The curriculum provides effectively for pupils' personal, moral and social development. Pupils are given many opportunities to discuss their feelings and to be aware that others may have different views and beliefs which must be respected. There are many after-school clubs providing additional opportunities in areas such as sport, music and information and communication technology. Pupils are proud of their sporting achievements, especially in cricket. Some teachers plan opportunities for pupils to practise their basic literacy and numeracy skills in other curriculum subjects, but this is inconsistent in all classes.

The school's caring and supportive ethos helps all pupils settle quickly into school and feel part of the school community. Robust transfer procedures help most pupils move to secondary school with confidence. Close partnership working with a range of agencies ensures that the most vulnerable pupils receive well focused care and support. Family support workers, such as the learning mentor and inclusion co-ordinator, provide effective support for vulnerable pupils and their families and ensure that the vast majority of pupils attend regularly. Most parents say they are happy with the support that the school provides for their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Staff and governors share a genuine desire to improve pupils' life chances. The care and support given to all pupils, especially the most vulnerable and those with special educational needs and/or disabilities, show the school's commitment to equality of opportunity. The headteacher has implemented several systems which provide information about pupils' progress and the quality of the provision. Teachers keep records of the progress made by the pupils, and leaders observe lessons, monitor work in pupils' books and evaluate teachers' planning. However, although a considerable amount of information is collected, it is not evaluated rigorously enough and leaders do

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not have a clear understanding of the strengths and weaknesses in the school. Consequently, the work undertaken to improve pupils' achievement is not focused on the areas where it is most needed and the impact on improving pupils' learning and progress is not monitored with sufficient rigour. The lack of rigour in the evaluation of the information does not allow leaders to hold teachers to account effectively enough for the progress made by the pupils. Consequently, the leaders' hard work to try to raise pupils' achievement, has had little impact.

Parents and carers are kept well informed about their children's progress. Their views are canvassed and valued. As a result of parental comments the school reviewed its management of pupils' behaviour with positive outcomes. The school has a good knowledge of the pastoral needs of its pupils and their families and provides a good level of support when necessary. The school's work in partnership with local schools and other organisations has focused on pupils' pastoral development and had limited impact on raising pupils' achievement. Commitment to community cohesion is satisfactory. The school is aware that the links with the communities outside the local area could be developed further. At the time of the inspection, health and safety procedures were effective and all safeguarding procedures were in place.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

Children enter the Nursery with much lower skills and abilities than are expected for children their age, especially in communication skills. They make satisfactory progress in the Nursery and Reception classes and continue to work at lower than expected levels in



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all areas of learning, including in communication, language and literacy, and mathematical development.

Good links with parents ensure that children's emotional and welfare needs are identified and accommodated from the start. This helps children settle quickly into the Nursery and benefit from the many stimulating practical activities. The Nursery staff develop children's communication and personal skills well ensuring, if needed, those with limited English can communicate in their home language with bilingual staff. The good balance of activities between those chosen by the teacher and those which are child-initiated, helps children develop their independence, and confidence well.

In Reception, provision for children's welfare and safety continues to be good. Children behave well and want to learn. However, planning and provision tends to focus on developing literacy and numeracy skills and does not take full account of all areas of learning. Although there is a satisfactory mix of activities chosen by the teacher and opportunities for children to choose their activities, lack of detailed planning for the play activities prevents staff fully extending children's learning through talking and asking relevant questions. Children's creative development is limited through lack of role play. Assessment is satisfactory although occasionally it is not used well enough to match tasks to the needs of all children, especially those who are more capable. Leadership and management of the Early Years Foundation Stage are satisfactory, but checks on how well children are learning across all areas of learning are not rigorous enough.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

A high proportion of parents who responded to the questionnaire and who spoke to the inspectors were very positive about the school.

Although there were few comments on the questionnaires, many of those who spoke to the inspectors commented on the quality of care that the children receive in school. Parents say that their children enjoy school and like their teachers. The findings of the inspection reflected these views.

Concerns raised mainly in the questionnaire by a significant minority of parents include: lack of progress made by their child; lack of help for parents to support their child's learning at home; lack of preparation for their child's future; insufficient account taken of parents' concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shaw Hill 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	61	48	38	2	2	0	0
The school keeps my child safe	71	55	51	40	2	2	1	1
The school informs me about my child's progress	52	41	64	50	7	5	0	0
My child is making enough progress at this school	46	36	68	53	12	9	1	1
The teaching is good at this school	60	47	57	45	8	6	0	0
The school helps me to support my child's learning	49	38	61	48	12	9	1	1
The school helps my child to have a healthy lifestyle	57	45	62	49	5	4	1	1
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)	51	40	61	48	11	9	1	1
The school meets my child's particular needs	40	31	78	61	4	3	2	2
The school deals effectively with unacceptable behaviour	48	38	62	49	10	8	3	2
The school takes account of my suggestions and concerns	41	32	66	52	16	13	2	2
The school is led and managed effectively	49	38	70	55	2	2	0	0
Overall, I am happy with my child's experience at this school	65	51	57	45	5	4	1	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



18 September 2009

Dear Children

Inspection of Shaw Hill Primary School, Birmingham, B8 3AN

Thank you for making our recent visit to your school such a pleasurable experience. It was a delight to talk to you and hear all about your school. You told us that the adults in the school work hard to take care of you and help you feel safe in school. We were pleased to see how much you enjoy coming to school and were impressed with your attitudes to your learning. Your behaviour in class and around school is good. Well done!

We have decided your school is not doing as well as it should and needs some extra help. Other inspectors will be visiting your school regularly to check its progress. Having looked closely at your work, we have judged that many of you are not making enough progress or reaching high enough standards. We have, therefore, asked your headteacher and governors to make sure that:

- you make better progress and reach higher standards, especially in writing and mathematics
- those of you who are capable of reaching the higher levels are provided with work that will challenge you even more
- those of you in the Nursery and Reception classes reach higher standards in all the areas of learning
- there is more good teaching throughout the school
- those teachers with special responsibility for ensuring that you achieve well keep a careful eye on how well you are doing and help you learn even better.

You can help too by continuing to work hard.

Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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