



Robert Shaw Primary and Nursery School

Address: Southfield Road, Western Boulevard, Nottingham, Nottinghamshire, NG8 3PL

Unique reference number (URN): 144461

Inspection report: 10 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders place a sharp focus on ensuring that pupils attend school regularly. Leaders work closely with families whose children have low attendance. The school liaises appropriately with a range of agencies to seek additional support. Leaders have recently further refined their approaches to improve attendance. Attendance is beginning to improve but some pupils continue to be often absent from school.

Leaders have high expectations of pupils to behave well. The school's values of 'respectful, responsible, and resilient' guide pupils in their actions. The behaviour policy is consistently applied by staff. Pupils behave well in and around school. They are generally polite, welcoming and keen to talk about their learning. Pupils move around school sensibly. They behave well in lessons and demonstrate positive attitudes towards their learning. Pupils described the school as a place where, 'people are kind' and where differences are respected.

At unstructured times, pupils play well together. Bullying is not tolerated. Should this occur, pupils are confident it would be dealt with appropriately.

Curriculum and teaching

Expected standard 

Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They have put a well-organised and ambitious curriculum in place. The curriculum provides the knowledge pupils need to know. It is divided into clear topic themes. These excite and enthuse pupils.

Leaders check routinely that the curriculum is taught effectively. They provide teachers with support and training where appropriate. This ensures that teachers have the subject knowledge to teach the curriculum well. Teachers use appropriate strategies to check how well pupils are doing. However, not all teaching routinely identifies gaps in pupils' knowledge. On occasion, teaching does not suitably adapt future tasks to ensure that gaps are filled. At times, pupils lack important knowledge, hampering future success.

Leaders ensure that staff take appropriate action to secure pupils' foundations in reading, writing and mathematics. In phonics, pupils read books that match what they know. Typically, pupils read fluently, write securely and use appropriate grammar. If they fall behind, they receive additional support. Teachers make sure that pupils have the vocabulary they need to develop their learning.

Early years

Expected standard 

Leaders have ensured that the early years setting is a busy and engaging place. The curriculum is ambitious. For example, it sets out key milestones. This helps identify when children are making good progress. Should they fall behind, children receive the support they need to catch up. They make positive progress from their starting points.

The curriculum sets out what children should be able to know and remember. For example, it identifies key vocabulary. In most cases, staff teach this effectively. For instance, in one activity, the vocabulary of seed-planting such as 'soil', 'trowel' and 'plant' supported learning well. Staff generally guide learning effectively. They mostly ask helpful questions that probe children's understanding and encourage independence. However, sometimes staff provide less helpful support. In these cases, interactions are of lower quality. Mostly, children interact with each other and staff enthusiastically. Children are keen to share their learning.

Leaders ensure that high-quality texts are central to the curriculum. This ensures that children start to love reading as soon as they begin in the early years. The school involves parents in its approach to reading. This helps children to be ready for Year 1.

Inclusion

Expected standard 

Leaders ensure that inclusion is central to their work. They make sure that all pupils and families feel welcome. This includes those who are disadvantaged, those with special educational needs and/or disabilities (SEND) and pupils who are new to the school. These pupils feel a sense of value and participate fully in school life. Pupils talk positively about feeling part of the community.

The school identifies barriers pupils may have to learning. It ensures that teachers overall have the knowledge they need to support these pupils well. Teachers adapt learning activities, so pupils are fully involved in lessons. When appropriate, leaders seek support from external agencies. Should pupils need additional support, this is well considered. Leaders reflect on the impact of their actions and adapt future strategies. This ensures that vulnerable pupils typically do well.

The school sensitively supports disadvantaged pupils through the use of additional funding. The overarching strategy for this is well-considered. These pupils mostly achieve well. The use of any additional funding for pupils with SEND is regularly reviewed.

Leadership and governance

Expected standard 

Leaders have a clear sense of strategic direction. They understand what is going well and what needs to be improved. At the heart of leaders' approach are the needs of pupils. Leaders' priorities are known and understood by staff. The programme of professional development is well-structured. It provides staff with the training they need to support improvement. However, at times, there is a lack of detailed analysis to accelerate improvement. This means that not all strategies have the impact they could.

Leaders have established constructive relationships with parents and carers and with the wider community. Leaders draw on these relationships to develop a sense of belonging in pupils. Parents say their children are very happy in school. Pupils feel safe and enjoy their education. The school communicates well with them and keeps them up to date with how well their children are doing.

Leaders support staff wellbeing. Staff feel valued. They typically comment that leaders consider their work-life balance. If they have any particular issues or needs, they say 'the

leadership team are really supportive about this’.

Those who are responsible for governance know the school well. This relationship ensures that they provide appropriate challenge and support.

Personal development and wellbeing

Expected standard 

Leaders have established a well-organised programme for pupils’ personal development and wellbeing. This reflects the needs of the community and gives pupils meaningful experiences. Every class benefits from regular visits or visitors. Residential trips are thoughtfully planned from Year 2 through to Year 6. Pupils speak enthusiastically about how learning is enriched, such as through outdoor learning at the local allotments.

Leaders ensure that there is a wide range of clubs and activities on offer. These are well attended and carefully monitored to ensure everyone can attend. Disadvantaged pupils typically participate fully.

Central to the school’s approach to personal development are the school’s values. Pupils understand these values and explain the difference between right and wrong. The school provides opportunities for pupils to participate in debates. They discuss sensitive issues such as racism and the right to vote.

The school’s pastoral systems are well developed. It carefully identifies pupils’ needs. Pupils who need additional help receive it promptly, for example through counselling. Pupils overall receive high-quality support.

The school ensures that pupils know how to keep themselves safe. This includes in the community and when working online. ‘Mini-police’ teach others how to look after themselves. This helps build understanding of how the police support their community.

Leaders weave careers education through the curriculum and assemblies. This helps pupils think about their futures and what they need to do to achieve their goals. It also helps them to raise their aspirations.

Leaders have established a positive sense of community. Pupils feel welcome and valued. Work with local religious leaders helps pupils develop an understanding of the importance of diversity. Pupils draw links with their own values, those of others and fundamental British values, such as democracy and tolerance. They are well prepared for life in modern Britain.

Needs attention

Achievement

Needs attention 

Too many pupils do not achieve well enough by the end of key stage 2. This means that pupils are often not ready for their next stage of learning. Recent changes to the curriculum are starting to bring about improvement. However, these have not currently impacted on achievement by the end of Year 6. Leaders make sure that pupils who may be

disadvantaged or have special educational needs and/or disabilities achieve well. These pupils typically do well in national assessments.

Leaders have focused on ensuring the youngest pupils develop the foundations they need for learning. Children in the early years make sound progress from their starting points. They achieve well. Pupils do well in phonics at the end of Year 1.

What it's like to be a pupil at this school

Pupils enjoy coming to this vibrant and caring school. Leaders ensure that any barriers to learning are well considered. They support pupils who are disadvantaged and those with special educational needs and/or disabilities well. However, too many pupils do not achieve well by the time they leave key stage 2. Also, too many pupils are often absent. This means that some pupils are not ready for their next stage of learning.

Pupils develop respectful attitudes. They behave well and feel safe. Pupils walk calmly and with purpose around the school. They learn to make the right choices. For example, merits and rewards aligned to the behaviour system help pupils to behave well throughout the school day. As one pupil typically stated, 'We don't have rules. We have our school values. They help us make the right choices.' Pupils greet visitors and staff warmly. They hold doors open for them.

Leaders provide a wide range of experiences that pupils can participate in. This helps them to broaden their horizons and understand the world beyond their community. Outdoor learning and residential visits build their confidence and independence. Pupils talk positively about the many clubs on offer. These include athletics, gardening, reading and choir.

Pupils feel welcome and valued. Different cultures and beliefs are respected. Pupils enjoy debating moral issues and can explain the difference between right and wrong. The school ensures that pupils know how to keep themselves safe. Staff know pupils well. Pupils know there is always someone to talk to if they are worried.

Next steps

- Leaders should ensure that more pupils achieve the expected standard in reading, writing and mathematics.
 - Leaders should ensure that teachers accurately identify gaps in pupils' knowledge and design tasks that ensure that these gaps are filled across the curriculum.
 - Leaders should continue to develop strategies to reduce the number of pupils who are persistently absent from school so that more pupils attend regularly.
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About this inspection

This school is part of Transform Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rebecca Meredith CBE, and overseen by a board of trustees, chaired by Mike Butler.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the special educational needs coordinator, the assistant headteacher, the CEO, the director of school improvement from the trust, the chair of the board of trustees, other members of the board, and members of the local governing body.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Mrs Karen Coker : Headteacher

Lead inspector:

Mark Anderson, His Majesty's Inspector

Team inspectors:

Joanna Hall, Ofsted Inspector

Ruth Hurcombe, Ofsted Inspector

Tim Leah, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

432

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

480

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.82%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.24%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.42%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (revised)	53%	62%	Below
2023/24 (final)	52%	61%	Below
2022/23 (final)	44%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	74%	Below
2024/25 (revised)	62%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	79%	72%	Above
2023/24 (final)	79%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	73%	Below
2024/25 (revised)	64%	74%	Below
2023/24 (final)	62%	73%	Below
2022/23 (final)	57%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (revised)	54%	47%	Close to average
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	29%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25 (revised)	62%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	36%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25 (revised)	77%	59%	Above
2023/24 (final)	87%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (revised)	77%	61%	Above
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-22 pp
2024/25 (revised)	54%	69%	-15 pp
2023/24 (final)	53%	67%	-14 pp
2022/23 (final)	29%	66%	-38 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-22 pp
2024/25 (revised)	62%	81%	-19 pp
2023/24 (final)	73%	80%	-6 pp
2022/23 (final)	36%	78%	-43 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-6 pp
2024/25 (revised)	77%	78%	-1 pp
2023/24 (final)	87%	78%	9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (revised)	77%	81%	-4 pp
2023/24 (final)	53%	79%	-26 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.1%	5.2%	Above
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	7.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.1%	13.3%	Above
2023/24 (3 term)	18.6%	14.6%	Above
2022/23 (3 term)	25.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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