

# Peters Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	103791
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	355461
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	David Driscoll

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	793
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Imelda Gilhooley
<b>Headteacher</b>	Rebecca Garratt
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Peters Hill Road Amblecote, Brierley Hill DY5 2QH
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## Introduction

This inspection was carried out by five additional inspectors, who observed 36 lessons taught by 27 teachers. They held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' attainment and progress, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by 326 parents and carers, staff and pupils.

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

- How well does the school meet the needs of pupils with special educational needs and/or disabilities who are supported on School Action?
- Are pupils making as much progress in science as they are in English and mathematics in Years 3 to 6?
- How successful have the school's leaders and managers been in reducing persistent absenteeism?
- How well does the school teach pupils about life in other parts of Great Britain and the world?

## Information about the school

The school is much larger than the average primary school. The proportion of pupils eligible for free school meals is below average. An average proportion of pupils come from a minority ethnic background, and the proportion speaking English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils with a statement of special educational needs. There have been significant changes since the school was last inspected. A new headteacher was appointed from September 2010.

**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

This is a good school. Attainment is improving each year as pupils make better progress. The school's leadership has a good understanding of strengths and areas for improvement because self evaluation is accurate. Parents rightly praise the positive changes brought about by the new headteacher and her strong senior leadership team, who have sustained improvement that exemplifies the school's good capacity to improve. Pupils make good progress in English and mathematics and leave with high attainment. Teachers have high expectations of what pupils can achieve in these subjects, and provide work that pupils find interesting and enjoyable. The same is not true of science, where progress is satisfactory and attainment is average on leaving Year 6. The curriculum in science fails to stimulate pupils as much as in other subjects and not enough is expected of the most able. Pupils make satisfactory progress in learning new skills in information and communication technology (ICT), but do not get enough opportunities to practise their skills in other lessons.

Some aspects of the school are outstanding, especially provision for community cohesion. Local community links mean that pupils play an exceptional role in improving the lives of local residents. Partnerships with schools in Great Britain and around the world instil a fascination for finding out about the world in which they live. They are also exceptionally well informed about leading a healthy lifestyle. Their successful campaign for healthier school meals led to a significant decline in packed lunches. Parents and carers particularly appreciate the good quality pastoral care provided, which ensures that pupils always have an adult to turn to with any problems.

Children make satisfactory progress in the Early Years Foundation Stage. They join with knowledge, skills and understanding that are above average for their age and start Year 1 with attainment that is above average. The proportions reaching the early learning goals is above average, but relatively few reach the highest levels of attainment because provision for the most able is not planned in enough detail and some groups are sometimes left without adult intervention for extended periods.

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

- Raise attainment in English, mathematics and information and communication technology skills (ICT) by:
  - planning focuses more explicitly on the needs of the most able children
  - children are not left without adult intervention for extended periods.

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- Improve pupils' progress in science to match that in English and mathematics by July 2012 by ensuring that the most able pupils are always given suitably challenging work and that topics inspire them to learn.
- Provide pupils with more opportunities to practise their information and communication technology skills in other subjects.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well at the school. They particularly enjoy their English and mathematics lessons where teachers make learning fun. Pupils are keen to learn, concentrate well and contribute to discussions readily. They have a good degree of independence and particularly enjoy carrying out their own research. They are quick to discuss their results in small groups and take good account of others' opinions, reflecting carefully on how they may impact on their own views. Behaviour is consistently good, as pupils demonstrate their consideration for others, such as by holding doors open, and they get on well with others. Pupils leave school well equipped in personal attributes, literacy and numeracy skills, but their overall preparation for future economic well-being is limited by their slower progress in ICT and average attendance.

While progress is good for the majority, those pupils with special educational needs and/or disabilities supported on School Action make satisfactory progress. In the past, these pupils have been withdrawn from lessons for specific support. This has been effective, but teachers were not then informed about the progress they were making and so could not set suitably challenging tasks. Their progress is now tracked much more carefully, so teachers can plan effectively for their learning and such pupils are catching up the ground previously lost. Pupils with a greater degree of special educational needs and/or disabilities make good progress because they have dedicated teaching assistants who take careful note of the progress they have made, adapting work to meet their needs.

The school council plays an exceptional role in the life of the school, organising events and reporting pupils' views to members of the governing body. Pupils have made representations to the council over the refurbishment of a local park, and their plans are now being adopted. They work with residents of the local hospice and sheltered housing, for example producing art work to decorate buildings and homes. The range of charities supported by pupils is quite remarkable. Pupils have supported other schools in promoting healthy eating. They have an exceptional knowledge for their age of mental, as well as physical, health owing to the use the school makes of visiting medical specialists.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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	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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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>

<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

## How effective is the provision?

Pupils want to do well for their teachers because there is mutual trust and respect. Teachers give pupils plenty of opportunities to work things out for themselves and in their own way, promoting good levels of independence. Most lessons proceed at a brisk pace because teachers use short, rapid tasks that maintain interest and keep pupils working at an optimum rate. The tasks given to pupils are usually well matched to their needs, although all are sometimes given identical tasks when pupils are taught in classes of similar ability. Questioning of pupils is good in identifying and addressing misconceptions. This is supported by detailed marking that points out exactly what the pupil needs to do next.

The school has recently revamped its curriculum to make it more exciting. It is based around international themes and is particularly successful at teaching pupils about life in other parts of Great Britain and the world. The changes have largely been successful, especially in music, physical education and personal, social and health education, although pupils still find that the science topics lack relevance. There is a wide range of extra curricular activities that are well supported. The breakfast and after school clubs are well attended and provide a wide range of interesting and educational activities for pupils.

The school provides a welcoming and caring environment where individuals are valued. Pupils whose circumstances may leave them vulnerable are well supported, especially when they first join the school, so that they settle quickly and are closely monitored. Good

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links are maintained with a variety of specialist agencies to provide support for any pupil in need of such support. There has been a rising trend of persistent absenteeism over the past three years. The school has monitored attendance in greater depth to identify emerging patterns so that preventative actions can be taken at the earliest possible stage. This has proved very successful, so persistent absenteeism has fallen significantly this year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 morale is high as all share the headteacher's good drive for improvement. Lesson monitoring provides clear guidance on how pupils' achievement could be raised further and all teachers are keen to improve the education provided. All of the staff responding to the questionnaire feel valued, know what the school is trying to achieve and are proud to be a member of staff at the school. Data are analysed outstandingly well to provide an accurate picture of the school's effectiveness, which allows priorities to be pinpointed and well-focussed plans for improvement to be drawn up. The analysis not only includes information on pupils' progress, but also their involvement in all aspects of school life. It was found, for example, that relatively few pupils with special educational needs and/or disabilities took part in clubs relating to physical activity, so the school amended timetables and activities in order to successfully promote greater equality. There are few gaps in achievement between groups in the school, with that between those with special educational needs and/or disabilities supported on school action closing quickly. Discrimination is also tackled well. The isolated incidents of racist behaviour are taken very seriously. The culprit always comes to understand the error of their ways so there are no repeat incidents.

Members of the governing body ensure that the school meets statutory requirements. They are extremely knowledgeable about safeguarding issues. Staff are exceptionally well trained in safeguarding and new staff receive a comprehensive induction in these matters. Opportunities for pupils to engage with those from backgrounds different from their own are extensive. There are video and email links with seven other countries and pupils meet pupils from several other schools around Great Britain. Leaders of different religions visit to lead assemblies and the school makes good use of the range of different cultures and backgrounds represented in the school to promote community cohesion exceptionally well.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make satisfactory progress in all areas of learning. Children cooperate well. They behave well and show a good understanding of right and wrong. Indoor and outdoor areas are well resourced, with plenty of opportunities for children to develop their independence through choosing their own equipment. There are excellent arrangements for pupils to move freely between indoor and outdoor areas. A wide range of stimulating activities are provided, built around themes that children find interesting. Children make good progress when these activities are directly supervised by an adult who questions them and prompts them to extend their learning. Sometimes though other groups are left for too long without such intervention so they lose focus and their progress slows. There are some very able children who are not always encouraged to reach the levels of which they are capable, because the planning does not always make explicit what they are expected to do that is different from others. Plans have been drawn up to address other areas of weakness and concerted actions are now being taken to improve.

*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



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## **Views of parents and carers**

Parents and carers are very happy with all that the school provides and generally hold similar views to those of the inspectors. A very few raised concerns about bullying and that there was not enough physical education on the curriculum. The inspectors checked records of incidents of bullying and spoke to members of staff and pupils. They found that whilst isolated incidents occurred they were dealt with effectively. This was confirmed by one of the parents and carers on their questionnaire. Inspectors also checked the curriculum and timetable for physical education and found that it fully meets requirements and provides a good range of opportunities to try different sporting activities.

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

Ofsted invited all the registered parents and carers of pupils registered at Peters 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.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	181	56	138	42	5	2	2	1
The school keeps my child safe	203	62	119	37	1	0	1	0
My school informs me about my child's progress	131	40	177	54	16	5	1	0
My child is making enough progress at this school	152	47	154	47	19	6	0	0
The teaching is good at this school	160	49	154	47	10	3	0	0
The school helps me to support my child's learning	133	41	168	52	21	6	2	1
The school helps my child to have a healthy lifestyle	123	38	191	59	9	3	1	0
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)	129	40	174	53	11	3	0	0
The school meets my child's particular needs	135	41	177	54	13	4	0	0
The school deals effectively with unacceptable behaviour	118	36	176	54	20	6	3	1
The school takes account of my suggestions and concerns	110	34	179	55	26	8	0	0
The school is led and managed effectively	167	51	147	45	5	2	0	0
Overall, I am happy with my child's experience at this school	162	50	153	47	6	2	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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 pupils' 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.**



22 June 2011

Dear Pupils

**Inspection of Peters Hill Primary School, Brierley Hill, DY5 2QH**

Thank you for all the help you gave us when we visited your school. We found you to be polite, well-behaved and a pleasure to talk to. You told us what a good school you go to, and we agree. You make good progress in English and mathematics and leave school with much higher standards in these subjects than is the case in most other schools. Your teachers make lessons in these subjects fun and you like the challenge of the difficult tasks you are given. Your progress in science and information and communication technology (ICT) is not as good. We have asked your teachers to make the topics in science more interesting and to make sure that you are always given tasks that make you think hard in order to succeed. We have also asked them to give you more opportunities to use your ICT skills in other lessons. The youngest children make satisfactory progress in the nursery and reception classes. We have asked the teachers to improve their progress by making sure they are not left working on their own for too long and planning activities that help even the most able learn as well as possible.

We were so impressed by all that you do to help others in the school, the local community and around the world. Your school is excellent at giving you the opportunities to learn about and work with people from different backgrounds, and you clearly take those opportunities whenever you can. You also know an exceptional amount about how to stay fit and healthy. Well done for all the work you do for others and for the changes that you have made both in and out of your school. Perhaps you could suggest some new topics for science or produce some ideas for when you could use ICT in the other subjects you study?

Your school is getting better and better every year, because the headteacher and other leaders are good at finding out what needs to be improved and then doing something about it.

Yours sincerely

David Driscoll

Lead Inspector

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