

# Inspection of Pennyhill Primary School

Hollyhedge Road, West Bromwich, West Midlands B71 3BU

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Inspection dates: 15 and 16 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires Improvement

## **What is it like to attend this school?**

Everyone loves to learn at Pennyhill Primary School. Pupils, staff and governors are proud to be part of the team.

The school is a calm, safe place where well-being is nurtured, and staff do everything they can to help pupils achieve success. Pupils are kind and caring. They behave well and enjoy helping each other. Older pupils come and read with younger ones and share ideas to help make their school a better place. Pupils say there is no bullying, but they know that there are plenty of people to help them if they have any problems.

Teachers work hard to make sure that all pupils learn to read. Attractive and well-stocked libraries help pupils to make considered choices about what they read. There are interesting lessons, making interesting artwork, being design detectives and campaigning to look after the environment.

There are many 'happy and memorable' moments, such as the poetry slam to celebrate World Book Day, as well as cooking, sport, dance and craft.

## **What does the school do well and what does it need to do better?**

Leaders make sure that learning to read is the key to success. Teachers are early reading experts and they ensure that all pupils learn to read from the moment they start school. There is a clear sequence of lessons that all staff follow. They make regular checks on pupils' learning and provide help quickly so that no one falls behind.

There is a love of reading across the school. Teachers read books to pupils in an engaging way, and pupils love to read along. The library is open for families to visit, and regular stay and play sessions help build a love of books from a young age.

Pupils enjoy mathematics and make progress well. Teachers have strong subject knowledge and lessons are well planned. They use regular assessments to make sure that lessons build on what pupils know and can do. The work in pupils' books shows that they have good reasoning skills and can tackle complex problems.

Leaders have ensured that the curriculum in most subjects is well planned and sequenced. Curriculum plans identify the specific knowledge that pupils need to know over time. Teachers know exactly what to teach and when. This means that pupils develop their knowledge and understanding well in those subjects. In a few subjects, such as design and technology and music, the small building blocks of knowledge that pupils need to learn are less precise. This means pupils are unable to make connections in their learning over time.

Some subject leaders are new to the role. They are enthusiastic but they need further training to provide effective guidance and feedback to teachers.

Leaders have invested significantly in staff's training. This means that all staff know how to teach lessons that help pupils to remember their learning. They check pupils' understanding at the start of lessons, adapt their plans quickly and provide extra help when needed. Teachers appreciate the support they receive from leaders and say they feel listened to. There is a strong culture of learning for all in the school.

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) get the help that they need. This means that pupils can access the same curriculum as all pupils. The special educational needs coordinator (SENCo) provides staff with help and carefully checks any support that pupils receive.

Pupils behave very well. This is because there are strong relationships and clear rewards and sanctions, though these rarely need to be used. Expectations are high, and pupils are taught the importance of good manners.

In the early years, staff develop close relationships with parents and carers. There is a strong focus on language development from the start. Staff are well trained in developing the children's learning through asking effective questions.

Leaders use additional funding well to close gaps in achievement. This includes one-to-one tutoring and additional devices to help pupils access online books at home.

Leaders promote personal skills well through activities such as yoga, Indian street dance, archery and making healthy food in their own kitchen. Pupils contribute to a regular newsletter where they share ideas on issues that matter to them, such as recycling. Pupils have a thirst for knowledge and say that they love a challenge!

Parents are mostly positive. They say that their children are happy and safe. A small number of parents would like more communication from the school.

Governors provide strong support for leaders. They understand the curriculum, and they are ambitious for pupils at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff know pupils and their families well and notice if something is wrong. Pupils always have someone to talk to if they have concerns or worries. Well-trained staff provide additional support for pupils who need help, including bereavement and mental health programmes.

Leaders provide regular training to make sure that staff are up to date with safeguarding priorities. Pupils learn about healthy relationships and how to keep themselves safe, including online. Leaders make sure that the required pre-employment checks are completed.

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

### (Information for the school and appropriate authority)

- In a few subjects, leaders have not identified the small building blocks of knowledge they want pupils to learn. This means that pupils are not able to build on what they have learned before. Leaders need to identify the precise knowledge they want pupils to know and remember so that they can be successful in all subjects.
- Some subject leaders are new to their role, and they do not have the skills they need to check what happens in their subjects. This means that they are not able to provide teachers with advice and support. Leaders should make sure that all subject leaders have the knowledge, understanding and expertise to monitor and check the work in the subject for which they have responsibility.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	135215
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10211752
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	660
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jagjeet Padam
<b>Headteacher</b>	Elaine Williams
<b>Website</b>	<a href="http://www.pennyhill.sandwell.sch.uk/">www.pennyhill.sandwell.sch.uk/</a>
<b>Date of previous inspection</b>	8 July 2021, under section 8 of the Education Act 2005

## Information about this school

- There is an on-site nursery run by the school, which caters for pupils aged three to four years old.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, two assistant headteachers, the SENCo, the designated safeguarding lead (DSL), subject leaders, governors, including the chair of the governing body, and a Sandwell local authority school improvement adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.

- Inspectors also spoke to subject leaders about the curriculum in other subjects, including history, physical education, art and design, design and technology and music. Inspectors looked at samples of pupils' work and spoke to pupils about their learning.
- The lead inspector met with the deputy headteacher, who is the DSL, and the learning mentor. Training files were seen, and pupils' case files were reviewed. The single central record of the checks on the staff's suitability to work with children was scrutinised.
- Inspectors met with staff, including teachers, to discuss their workload and the support they receive to carry out their roles.
- Inspectors spoke to parents at the start of the school day.
- Inspectors considered responses to Ofsted Parent View, the pupil questionnaire and the staff questionnaire.

### **Inspection team**

Johanne Clifton, lead inspector	Ofsted Inspector
Khalid Din	Ofsted Inspector
Marie Conway	Ofsted Inspector
Benjamin Taylor	Ofsted Inspector

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