



# Peterbrook Primary School

## Inspection Report

**Unique Reference Number** 104075  
**LEA** Solihull  
**Inspection number** 277064  
**Inspection dates** 3 July 2006 to 4 July 2006  
**Reporting inspector** Bogusia Matusiak-Varley AI

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

|                                    |                    |                           |                                    |
|------------------------------------|--------------------|---------------------------|------------------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | High Street                        |
| <b>School category</b>             | Community          |                           | Solihull Lodge                     |
| <b>Age range of pupils</b>         | 3 to 11            |                           | Solihull, West Midlands B90<br>1HR |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 0121 4302545                       |
| <b>Number on roll</b>              | 447                | <b>Fax number</b>         | 0121 4746640                       |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr M Overend                       |
| <b>Date of previous inspection</b> | 20 November 2000   | <b>Headteacher</b>        | Mr Edward Carter                   |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Peterbrook is a larger than average primary school. The proportion of pupils eligible for free school meals is slightly lower than the national average. Around 11% of pupils are from minority ethnic groups, compared to almost 16% nationally. Approximately 5% of pupils do not have English as their first language. The school is situated in Solihull and draws 40% of its pupils from Birmingham, and Hereford and Worcestershire. It houses the Hearing Impaired Centre for Solihull. There are 22 pupils with statements of special educational need. Attainment on entry to the Reception class is below average, especially in communication, language and literacy.

The school successfully achieved its Investors in People and Leadership and Management status in 2004. It has also received Artsmark Silver and Healthy Schools Awards.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

This is a good school, with many outstanding features, that provides good value for money. This view accords with the school's self-evaluation. Standards are consistently well above average by the time that pupils leave at the end of Year 6. Overall, pupils' achievement is good, but it is outstanding in Years 3 to 6. In the Foundation Stage and in Years 1 and 2, pupils achieve satisfactorily, although the higher attainers are not always consistently challenged, especially in writing and in science. Pupils with learning difficulties or disabilities and those with hearing impairment make exceptional progress throughout the school.

Teaching is good overall but varies from satisfactory in the Foundation Stage and Years 1 and 2 to outstanding in Years 3 to 6. Pupils' personal development and well-being are outstanding because of the vibrant learning opportunities offered to pupils and the extremely good care, support and guidance they receive. The pupils' knowledge of leading healthy lifestyles, staying safe and contributing to both the local and international communities is also outstanding. Pupils' behaviour and attitudes to learning are exemplary. Attendance is good and pupils thoroughly enjoy coming to school.

Overall, leadership and management are good. The leadership and management of the headteacher and the deputy headteacher are outstanding. The headteacher's challenging yet supportive leadership drives the whole school team to work hard to improve the quality of provision. However, not all subject leaders have had sufficient impact on raising standards. Parents are pleased with the education offered to their children and the school has good capacity to further improve.

### What the school should do to improve further

- Raise standards in science and writing in Years 1 and 2.
- Ensure that higher-attaining pupils are consistently challenged in the Foundation Stage and Years 1 and 2 by using assessment data to plan the next steps of learning.
- Strive to raise the quality of teaching in the Foundation Stage and Years 1 and 2 to match the good and outstanding practice in Years 3 to 6.
- Develop the role of subject leaders so that they have more of an impact on raising standards.

## Achievement and standards

### Grade: 2

By the end of Year 6, the pupils' standards are significantly above average in English, mathematics, science and information and communication technology (ICT). The pupils' progress through the year groups is good overall, but it is variable. In the Foundation Stage and Years 1 and 2, pupils make satisfactory progress but there are occasions when higher-attaining pupils do not make the progress of which they are capable. This is because information from assessment is not used sufficiently well to raise

standards achieved by these pupils. By contrast, pupils make consistently outstanding progress in Years 5 and 6.

At the end of the Reception Year although children reach the expected standards in all other areas of learning, approximately half of them have not attained the expected standards in communication, language and literacy. By the end of Year 2, standards are broadly average in reading, writing, mathematics and science but too few pupils attain the higher levels in writing and science. The school's own data for 2006 shows that standards in reading and mathematics have improved as a result of the very effective systems for school self-evaluation. Pupils with learning difficulties or disabilities and those who attend the hearing impaired unit make outstanding progress. In 2005, the school was in the top 5% of schools nationally for the progress made by pupils between Years 2 and 6. The exceptionally high standards at the end of Year 6 contribute significantly to pupils' economic well-being.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. In the Foundation Stage, children develop self-confidence and make sound gains in all other aspects of personal, social and emotional development. Throughout the school, the pupils' behaviour and attitudes to learning are exemplary, even when, at times, the pupils are not stretched enough in lessons to achieve as well as they could. The very high quality provision of extra-curricular activities and residential experiences contributes to the pupils' outstanding attitudes to learning. The school has engendered in its pupils a very positive attitude towards learning. A culture of 'You can do it' permeates all aspects of school life.

Pupils leave the school very well prepared for the next steps of their education. They have an excellent understanding of what it is to be an international citizen and to contribute to the community. They single-handedly raised a very large sum of money to host their friends from Belarus and they are in daily e-mail contact with their peers in Beijing, Belarus and New York.

Attendance levels are good. Pupils know that personal safety and a healthy lifestyle are based on emotional and physical well-being. They have an excellent understanding of healthy eating and the effects of exercise on the body. School Councillors are true ambassadors for their school and they have outstanding knowledge of democratic processes. Peer mediators execute their duties exceptionally well and are very vigilant to the needs of others. Pupils are very highly valued by all staff and they have high self-esteem.

## Quality of provision

### Teaching and learning

#### Grade: 2

Overall, teaching and learning are good but there are inconsistencies in year groups, an issue which the school is addressing. The best teaching is in Years 5 and 6. In these year groups, the pupils learn very quickly. In an outstanding Year 6 English lesson, pupils made excellent progress in describing settings because of the teacher's first-class modelling of writing in the style of Michael Morpurgo.

Teaching in the Foundation Stage and Years 1 and 2 is satisfactory. Some examples of good teaching were seen in Year 1 and Year 2 classes but there are, nevertheless, weaknesses in teaching the younger pupils that have not yet been fully addressed. Higher-attaining pupils are not making the required progress because, on occasions, they are not sufficiently challenged. In the Foundation Stage, independent activities are not sufficiently underpinned by clear learning intentions and children are often unsure of what they are learning. Too often, children are expected to write without visual prompts and this slows down learning. The teaching of pupils with learning difficulties or disabilities and those with hearing impairment is outstanding. These pupils make excellent progress so that the vast majority attain average standards.

### Curriculum and other activities

#### Grade: 1

The learning opportunities offered to the pupils are outstanding overall. The curriculum is broad and balanced and goes far beyond statutory requirements by offering diversity and excitement much valued by both pupils and parents alike. The opportunities for pupils to learn through creative activities are excellent, with work in sport, art and design, drama and music also enhancing their personal, spiritual and cultural development. These occasions also contribute significantly to pupils' enjoyment and their knowledge of healthy lifestyles. The outstanding links with schools as far afield as Beijing, New York, France and Belarus, and residential visits contribute significantly to pupils' high self-esteem and confidence levels. One parent commented on the school's 'excellent commitment to learning important life skills'.

The curriculum for the Foundation Stage is satisfactory. It covers all areas of learning but there are some weaknesses in planning activities for higher-attaining children, an area which the headteacher is currently addressing.

### Care, guidance and support

#### Grade: 1

There is outstanding care, support and guidance for pupils, especially in pastoral care. Relationships between pupils and staff are very good. In Years 3 to 6, staff offer the right level of challenge so pupils consistently improve. This challenge is less evident in Years 1 and 2 and in the Foundation Stage, an issue currently being addressed by

the headteacher. The school embraces innovative approaches, such as peer mediation and nurture groups, in its relentless quest to improve pupils' well-being. The effective arrangements for child protection are known to all, as are the rigorous health and safety procedures. Conscientious administrators, kitchen and lunch staff, along with supportive caretaking personnel, complement the high quality provision.

Highly effective links with outside agencies, other schools and the hearing impaired unit ensure that pupils and parents are offered highly effective support. Robust assessment procedures have recently been put in place and the headteacher has worked hard to address pupils' barriers to learning. Every member of staff is quick to act decisively to make sure pupils get the help they need to keep them on the right track.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall but the leadership and management of the headteacher and deputy headteacher are of the highest quality. Undaunted by the challenge of meeting and exceeding exceptionally high targets each year, these two senior leaders are fine examples of dedication to lifelong learning, ensuring that improvement is made on previous best performance.

The impetus for raising standards has been most successful in Years 3 to 6, particularly in the opportunities for all pupils to reach the highest possible standards. This ambition is still to be achieved in the Foundation Stage and Years 1 and 2 but already standards in mathematics are rising as a result of a whole-school focus identified in the school improvement plan. Self evaluation is good.

The leadership and management of other leaders and managers are variable, but satisfactory overall. Not all subject leaders are fully versed in monitoring standards and using data as a means of moving pupils on in their learning.

Governance of the school is good. Governors fulfil their duties of being 'critical friends' and ensure the school meets all statutory requirements. The school has a comprehensive and honest appraisal of its performance and the school improvement plan is well focused in identifying the most important priorities for the school.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 3   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 1 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | NA |
| The behaviour of learners   | 1 | NA |
| The attendance of learners  | 2 | NA |
| How well learners enjoy their education   | 1 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 1 | NA |
| The extent to which learners make a positive contribution to the community                                    | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 1   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

### **Text from letter to pupils explaining the findings of the inspection**

What a wonderful two days we spent with you and thank you for making us feel so welcome! We found many positive things in your school during our inspection. Your behaviour and attitudes to learning are exemplary, you are very polite and look after one another well. Your School Council is working hard at representing your views and your work in developing peer mediation throughout the school is commendable. We found you all to be confident and wanting to learn and you have done some outstanding work with your overseas friends.

Your standards in English, mathematics, science and ICT are very high and this will help you learn quickly when you go to secondary school. We agree with you that your headteacher and deputy headteacher are very good leaders and your teachers look after you very well. We are pleased that you enjoy your extra-curricular clubs and activities and that so many of you take part in the excellent learning opportunities offered.

We have asked Mr Carter and his staff to help you get even better academic results in the Foundation Stage and Years 1 and 2, especially in writing and science. We think that your teachers could challenge even more of you who find learning quite easy by looking closely at your test results and using this information to make sure you work as hard as you can. We think that the teaching in some classes in the Foundation Stage and Years 1 and 2 could be even better so that it matches the examples of outstanding teaching in Years 3 to 6.