

Peterbrook Primary School

Inspection report

Unique Reference Number	104075
Local Authority	Solihull
Inspection number	323955
Inspection date	19 May 2009
Reporting inspector	Timothy Bristow HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	433
Government funded early education provision for children aged 3 to the end of the EYFS	104
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	James Taylor
Headteacher	Edward Carter
Date of previous school inspection	3 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Solihull Lodge Shirley Solihull B90 1HR
Telephone number	0121 430 2545
Fax number	0121 474 6640

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector, who evaluated the overall effectiveness of the school and investigated the following:

- achievement and standards at Key Stage 1
- provision and standards in writing
- the overall effectiveness of the Early Years Foundation Stage
- how well the school promotes community cohesion
- the school's procedures for child protection and health and safety.

Evidence was gathered from discussions with the headteacher, senior staff, the chair of governors, pupils, and from the parental questionnaires. Lessons were observed, the relevant school documents were scrutinised and samples of pupils' current and previous work were examined. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Peterbrook Primary School is above average in size. The majority of children join the school with skills that are below national expectations. The proportion of pupils who speak English as an additional language is below average, as is the proportion that has learning difficulties and/or disabilities. A very small minority of pupils claim free school meals. The pupils benefit from a breakfast club that is managed by the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The comments of one parent sum up the views of many: 'Peterbrook is a wonderful, positive, child-orientated school. My child loves coming here.'

The achievement of pupils is outstanding. Results for 2008 show that standards at the end of Year 6 are significantly above average overall, continuing a five-year trend of high performance. School assessment information shows that this year, these standards have been maintained. This is because most pupils make rapid progress in Key Stages 1 and 2, but especially in Key Stage 2. Standards at Key Stage 1 have risen since the previous inspection, when they were significantly below average. The results for 2008 show that standards at the end of Year 2 were average. School information and pupils' work show that this year the standards in Year 2 are above average overall. Standards in writing are rising because the school has very successfully improved provision. The proportions of pupils in Years 2 and 6 who reach the expected levels are now above average. Pupils who have moderate learning difficulties with English and mathematics, as well as those who have more specific difficulties, make similar progress to their peers.

Pupils thoroughly enjoy coming to this school. Their behaviour and attitudes to work are outstanding. They work extremely hard in lessons, displaying great independence and cooperation. Pupils' spiritual, moral, social and cultural development is outstanding. The extremely impressive international links established by the school ensure that pupils have a very well informed understanding of what it means to grow up in a range of contrasting cultures. Pupils' understanding of how to live a healthy lifestyle is excellent. This is due in part to the extensive range of activities and clubs to promote a healthy lifestyle. Pupils demonstrate great responsibility and awareness of their own safety. Very few parents are concerned about bullying. Pupils insist that there is very little bullying in this school and that teachers deal with their concerns compassionately and promptly. The attendance of pupils has risen and is now above average. This is because of the relentless efforts of the school to encourage and reward good attendance. The contribution to the community made by pupils is exemplary. Pupils take great responsibility for the smooth running of the school by taking on a range of roles, such as peer mediators. The school council has been instrumental in influencing the school's work. For example, it contributes its recommendations annually to the school improvement plan. Fund raising for charity events are decided on, successfully organised and led by pupils. Pupils' preparation for the next stage in their education and later life is outstanding. In particular, their information and communication technology skills are excellent.

Several factors explain why the pupils' achievement and personal development and well-being are outstanding. Teaching and learning are outstanding, underpinned by the excellent relationships between pupils and adults. Teachers expertly question pupils to develop their speaking and listening skills. They use assessment information exceptionally well to tailor activities to meet the specific needs of each pupil. Teaching assistants demonstrate great expertise when working with groups of pupils. The curriculum is outstanding. The school very successfully develops a vast number of exciting initiatives to enrich the pupils' learning. For example, pupils love contributing to the very innovative Radio Peterbrook, developing their speaking and listening skills and self-confidence. Pupils talk with great enthusiasm when listing the many day and residential visits they go on, both in this country and abroad. For example, during the inspection Year 4 pupils thoroughly enjoyed the day spent playing cricket at Edgbaston cricket ground. The English and mathematics curriculum gives pupils many good

opportunities to develop their investigation and research skills. Occasionally, the time spent by children on outside activities in the Early Years Foundation Stage is too short.

Pupils thrive in the extremely caring environment provided by the school. All procedures for child protection and health and safety meet current requirements. Excellent measures for tracking progress mean that teachers are constantly checking to make sure pupils are doing as well as they can. Pupils report that they really appreciate the excellent verbal advice they receive on how they can improve their work. Teachers exploit a range of high quality additional reading, writing and mathematics activities to help pupils who find their work difficult. Pupils who attend the breakfast club benefit well from this very positive start to the day.

The leadership and management of the school are outstanding. The leadership of the headteacher and deputy headteacher is extremely effective. They have established a very able team that demonstrates excellent leadership skills at all levels. Self-evaluation is very rigorous and has led to considerable improvements. For example, the steps taken since the previous inspection to improve the overall effectiveness of the Early Years Foundation Stage and to improve provision at Key Stage 1 have been very successful. Consequently, the school demonstrates outstanding capacity for further improvement. Governance of the school is good. Governors are fully involved in the annual school improvement review, acting effectively to hold the school to account for its work. Governors take responsibility for evaluating all aspects of the school's work, but occasionally find it difficult to carry out the many regular visits to school that this work demands. The school promotes community cohesion well. There are many good opportunities in the curriculum for pupils to appreciate and understand the local and wider communities. However, the school has recognised that stronger links could be established with nearby schools that have a different social and cultural setting. The extremely innovative school website is much appreciated by parents because of the up-to-date information it gives them about the school. The overwhelming majority of parents are supportive of its work.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The Early Years Foundation Stage is outstanding. As one parent reports, 'My daughter has achieved much more in two years than I ever thought possible.' The Early Years Foundation Stage Standards Leader, along with other school leaders and staff, has worked extremely effectively to improve the provision since the last inspection, and correctly made changes to ensure that the Early Years Foundation Stage requirements are fully met. A small number of parents are understandably concerned about the effect of these changes on their children's progress. However, the children's work and assessment information show that they are making excellent progress in all areas of their learning, and for the last two years the children have developed above average skills and knowledge by the time they have moved into Year 1. This is particularly impressive because the communication, language and literacy skills of the majority are well below expected levels on entry to the Nursery, and school information shows that this is declining each year. Children's mathematical skills are also below expected levels on entry to Nursery. Very effective procedures for observation and assessment enable staff to match activities very closely to the requirements of each child. Consequently, children thoroughly engage in the many exciting and stimulating activities provided. The Early Years Foundation Stage Standards Leader has rightly observed that sometimes children do not have sufficient time to take part in the exciting daily outdoor activities.

What the school should do to improve further

- Increase the time allocated for children in the Early Years Foundation Stage to spend on outdoor activities.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

20 May 2009

Dear Pupils

Inspection of Peterbrook Primary School, Shirley, B90 1HR

Thank you for the help you gave us when we visited your school. You made us feel extremely welcome. If you remember, we came to look at the work that you were doing and to talk to you and your teachers. We are not surprised that you thoroughly enjoy school because of the very many exciting and fun activities that you take part in. Your behaviour is excellent. Many of you take responsibility to look after each other and to carry out jobs in school which the adults really appreciate. We were pleased to see that your attendance is improving. We were very impressed with your work and know that you are very well prepared for the future.

Your headteacher, staff and the school governors have worked very hard to make sure that you have an excellent education and nearly all of your parents really appreciate this. The school is always looking for ways to make your education even better. I have said that it should now increase the time that younger children in the Nursery and Reception classes spend on the exciting outside activities provided for them.

I am sure that you will all continue to work hard and thoroughly enjoy your education.

Yours faithfully

Tim Bristow

Her Majesty's Inspector