

Peel Brow School

Inspection report

Unique Reference Number	105368
Local Authority	Bury
Inspection number	336485
Inspection dates	16–17 September 2009
Reporting inspector	Liam Trippier HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Mr S Berrisford
Headteacher	Mr George Duce
Date of previous school inspection	7 February 2007
School address	Fir Street Ramsbottom Bury BL0 0BJ
Telephone number	01706 823204
Fax number	01706 823204
Email address	peelbrow@bury.gov.uk

Age group	3–11
Inspection dates	16–17 September 2009
Inspection number	336485

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including pupils' workbooks, and policies and procedures for safeguarding. Eighty seven pupil questionnaires and 61 parental questionnaires were received and the content was considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- the achievement of pupils to determine the effectiveness of teaching and assessment on learning
- the school's assertion that there are strengths in: its Early Years Foundation Stage; its provision for care, guidance and support; and in pupils' personal development outcomes, such as adopting healthy lifestyles and behaving well
- the effectiveness of leadership and management at all levels in tackling the key areas for improvement from the last inspection and in improving outcomes for pupils.

Information about the school

This is a smaller than average primary school that serves the village of Ramsbottom in Bury. The number of pupils eligible for free school meals is below average. Most pupils come from White British backgrounds and virtually all pupils speak English as their first language. A lower than average proportion of pupils has special educational needs and/or disabilities. The school runs breakfast and after-school clubs which were visited as part of this inspection. The school has been awarded Activemark and Healthy School status.

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?

3

The school's capacity for sustained improvement

3

Main findings

Peel Brow is a satisfactory school with a good Early Years Foundation Stage. Leaders ensure that the school provides good quality care, guidance and support and pupils enjoy their time in its friendly and caring environment. Parents appreciate the work of the school and a typical view was, 'The education and guidance throughout the school enabled my children to develop into well mannered, responsible members of the community.'

Pupils' behaviour is good and they know about and understand the importance of healthy eating and taking regular exercise. They make a positive contribution to the school and local community. For example, at the well organised Harvest Tea, which is run effectively by the pupils, they talk with and serve drinks and cakes to appreciative members of the local community. Pupils' attendance is above average and this reflects parents' commitment to their children's education and to the school. Pupils' spiritual, moral and social development is satisfactory. Pupils know the difference between right and wrong but their understanding of other cultures is limited.

Leaders and managers have a generally accurate view of the school's strengths and weaknesses and have addressed, in the main, the areas for improvement identified at its last inspection. The school's self-evaluation identifies appropriate priorities for improvement. However, not all leaders have the opportunity to monitor their areas of responsibility fully. The school's analysis of information about its performance is not rigorous enough to secure a strong and improving trend. Consequently, the school's capacity for sustained improvement is satisfactory rather than good.

Pupils' achievement is satisfactory. They start school with skills and knowledge that are typical for their age and make good progress in the Early Years Foundation Stage. Pupils make satisfactory progress through Key Stages 1 and 2 to reach broadly average standards in English, mathematics and science. While in some lessons teaching is good, the quality of it overall is satisfactory. Learning and progress slows when pupils are not fully involved in activities and when assessment information is not used effectively by teachers to plan activities to meet the needs of all pupils, particularly those capable of higher levels of attainment.

The curriculum meets pupils' needs satisfactorily. It is broad and balanced and ensures pupils develop satisfactory skills in English, mathematics, and information and communication technology. Good attention is paid to pupils' personal development. Good provision in history, which capitalises on the local area and on topics of interest to pupils, provides a clear model for other subject coordinators to follow. However, the pupils are not involved in the design of the curriculum and there is little strong evidence

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

of effective links made between subjects other than in the Early Years Foundation Stage. Coordinators do not have enough opportunity to observe lessons in their subjects or areas.

The school has developed on-site childcare in its after-school and breakfast clubs which look after pupils from across all year groups well. All staff are appropriately trained and ensure effective systems for registration, supervision, collection of pupils and health and safety matters are in place. Pupils are busy and active and enjoy playing sensibly inside and outside with a variety of age-appropriate games directed by the adults or through pupils' own choice. Pupils have opportunities to relax, watch television and to complete homework if they choose. Snacks and drinks are carefully planned to ensure they are healthy, and pupils say they enjoy these. Older and younger children mix well and they say they are happy in the clubs.

What does the school need to do to improve further?

- Improve teaching so that the quality of learning is good and better through:
 - regular and better use of assessment information in all lessons
 - planning carefully to meet all pupils' needs especially those pupils capable of higher levels of attainment
 - involving pupils more in lessons
 - communicating clear success criteria/outcomes in lessons.
- Develop the role of leaders at all levels to enable them to contribute more fully to school improvement through:
 - systematic analysis of data to identify priorities
 - regular and direct monitoring of the school's provision.
- Develop a curriculum that meets the needs, interests and aspirations of all pupils more fully through:
 - involving pupils in the design of the curriculum
 - ensuring that curriculum plans provide more effectively for the development of pupils' knowledge and understanding of other faiths and cultures
 - ensuring there are sufficient opportunities to develop more effective links between subjects, enabling pupils to apply their basic skills in a range of relevant contexts.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' learning and progress, observed in lessons and in workbooks is satisfactory overall. In lessons where progress is good, pupils take part fully in activities that meet

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

their needs. For example, in Year 6, pupils were well motivated and successful in a mathematics lesson. They all took part in a brisk activity to consolidate their vocabulary and understanding of division and were able to demonstrate their learning to the teacher, who could then respond to their needs as the lesson progressed. In some lessons, progress is slower because opportunities for pupils to talk about their learning and take an active part in activities are missed. Worksheets provided for pupils are sometimes uninspiring and do not make an effective contribution to assessment and learning, particularly for higher attaining pupils.

Standards at Key Stage 1 are broadly average and have been for several years, apart from a dip in 2007. Pupils' attainment is highest in reading. The unvalidated Key Stage 2 test results in 2009 showed that pupils typically reach average standards in English, mathematics and science and continue to make satisfactory progress. More pupils are capable of reaching the higher levels in writing, mathematics and science at each key stage. There are no significant differences between the performance of different groups of pupils, including those with special educational needs and/or disabilities.

Pupils say they enjoy school and feel safe. They move around the school sensibly and behave considerately towards each other. Pupils understand the need to follow the school's code of conduct and know that if they have any concerns, they are taken seriously and a member of staff will be able to help them. Behaviour is good in most lessons. Pupils are active and busy at playtimes and enjoy the many sporting activities on offer. Most pupils know about eating healthily, although some pupils' packed lunches did not include fruit. Meals provided by the school are nutritious and staff help pupils to make healthy choices effectively. A typical comment is, 'If we have chips for dinner then the ladies make sure we have fruit for pudding!'

Pupils enjoy the good opportunities to take part in their school and local community. The wide range of responsibilities offered to pupils in school is actively pursued. Older pupils enjoy reading with younger ones and willingly participate as lunchtime monitors. The school council is busy and active and successfully demonstrated their concerns for the local area by writing to the local authority about the nearby quarry becoming a landfill site. Their views were heard and taken into account by officials. Attendance is above average and has been for several years. Pupils know why it is important to attend school regularly and be on time.

Pupils' spiritual, moral, social and cultural development is satisfactory. Moral and social development is stronger and is reflected in pupils' good behaviour and conduct around school. Pupils demonstrate positive values, including a good understanding of moral issues and fair play, and sensitivity to issues such as the environment. However, opportunities to reflect upon spirituality are missed and pupils have a limited understanding of other cultures.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is satisfactory. In the best lessons teachers ensure planning is linked to assessment of pupils understanding and skills. They conduct teaching at a brisk pace and ensure learners are active in their lessons. For example, in a good mathematics lesson, the pupils were enthusiastic and willing participants in pairs, in a game to practice multiples. The teacher considered their prior multiplication knowledge and ensured the activity was lively and fun. Pupils' progress was effectively checked throughout the lesson to inform the teacher, and pupils successfully assessed their own performance with their partners. When teaching is less effective, pupils' learning slows as teachers do not provide opportunities for involvement in whole-class teaching or provide feedback to pupils so they can improve.

The school's satisfactory arrangements for tracking and monitoring pupils' performance identify underachievement so that support can be targeted effectively. However, this is not used regularly by all teachers to inform their daily planning and the results from assessments conducted each term are difficult to track and analyse for individuals and groups. Marking is generally positive and regular and provides some good feedback to pupils so they know how to improve their work but this is not consistent throughout the school.

The satisfactory curriculum is enhanced with sporting and music activities. Long, medium and short-term curriculum planning builds systematically upon pupils' prior experiences and provides a curriculum accessible to all pupils. The school has links to local organisations but has not developed these sufficiently enough to impact significantly on pupils' achievement.

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

The quality of care, guidance and support is good. Pupils are well cared for in a safe environment. Relationships observed during the inspection were supportive and considerate. Pupils are supported effectively through monitoring of their progress and good links have been made for pupils with special educational needs and/or disabilities to ensure their needs are met. The quality of advice given to most pupils is good so they can make informed and sensible choices. Transition arrangements between different key stages are good and prepare pupils well for the next stage in their education. The school has appropriate procedures in place to monitor absences and promote good attendance, maintaining above average attendance levels.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and governors demonstrate high expectations in relation to pupils' personal development. Leaders have shown a satisfactory capacity to bring about improvement in pupils' progress and in teaching, although some areas for development remain. Middle leaders are enthusiastic and keen to monitor the school's provision directly in order to contribute to and fully inform future plans. Most leaders know the strengths and weaknesses within their subjects and areas but do not have detailed insight into all areas of provision. Information about pupils' achievement is not analysed as rigorously as it might be. As a result, teachers are not held to account sufficiently enough for the progress of pupils in their classes. Appropriate priorities for the school's future development have been identified and incorporated into action plans for improvement, although the impact of actions is not fully known or realised.

The school promotes equality of opportunity satisfactorily. Safeguarding requirements are met, with appropriate procedures and risk assessments in place. Community cohesion is promoted satisfactorily in the school and a plan has been written and approved by governors. The school recognises it has more to do to provide opportunities for pupils to learn about other faiths and cultures.

Governors have better insight into pupils' progress and the curriculum now than at the time of the last inspection as they are linked with a specific class through the effective 'Advocate Governor' role. Governors are visible around the school and visit classes when teachers and pupils are working so they are well informed about the school's day-to-day work. Governors are currently further developing their communication with families through a new website.

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

Partnerships are promoted well and the headteacher has worked effectively to ensure that the breakfast and after-school club meet families' needs. Good communication with families is enhanced by newsletters and notice boards. Annual reports to parents meet statutory requirements and three other interim reports inform parents about their children's personal development effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with personal skills, attributes and abilities that are broadly typical in children of this age. Most children make good progress as they move through the Nursery class and Reception year because teaching is good and the opportunities for learning and play meet the children's needs and interests. Children are secure and confident to try new activities. They have a good understanding of safe practices and understand the importance of good personal hygiene. Children play enthusiastically and enjoy the activities provided to develop their physical and creative skills. For example, children in the Nursery thoroughly enjoyed making a castle from a large cardboard box, painting it and playing at being princes and princesses. They applied their language skills well, took turns and explored new relationships successfully.

The learning environment is excellent and health and safety issues are carefully considered. Staff are highly sensitive to children's individual needs and care for their safety. For example, when a child was wearing a long princess dress and struggling to walk, a member of staff explained how princesses should walk safely by lifting the hem of the dress off the floor! The little girl was then able to do this for herself and

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

successfully joined in her game. Assessment of children's learning in the Early Years Foundation Stage is satisfactory but there are inconsistencies in the approach to assessment between the classes which affects the provision for the children. The quality of leadership and management of the Early Years Foundation Stage is good as the leader has a very clear view of the strengths and areas for development. For example, planning for outdoor provision is underdeveloped at this stage and this has been identified by the leader who has plans to remedy this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents who made their views known to inspectors in the parents' questionnaires are happy with their child's experience at this school. Concerns raised from the questionnaires were taken into consideration during the inspection. A very small minority of parents felt their child was not making enough progress or that the school did not help their child develop a healthy lifestyle. Inspectors found that the school promotes healthy lifestyles well and pupils know how to live healthy lives. Pupils' achievement is satisfactory at this stage and this is an area for the school to improve.

Responses from parents and carers to Ofsted's questionnaire

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

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	70	27	28	2	2	0	0
The school keeps my child safe	65	62	40	38	0	0	0	0
The school informs me about my child's progress	60	57	40	38	4	4	2	2
My child is making enough progress at this school	52	49	44	42	7	7	3	3
The teaching is good at this school	57	55	43	41	3	3	0	0
The school helps me to support my child's learning	52	50	45	43	6	6	2	2
The school helps my child to have a healthy lifestyle	44	43	50	49	7	7	0	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)	57	55	41	39	0	0	4	4
The school meets my child's particular needs	48	47	46	45	4	4	2	2
The school deals effectively with unacceptable behaviour	42	41	51	50	6	6	0	0
The school takes account of my suggestions and concerns	41	40	54	53	4	4	2	2
The school is led and managed effectively	60	58	36	35	4	4	0	0
Overall, I am happy with my child's experience at this school	66	63	36	35	0	0	2	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Thank you for making the inspectors so welcome when we visited your school recently. We very much appreciated your support and help. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found

- Peel Brow School is a satisfactory school.
- The Nursery and Reception classes provide a good education for the younger children.
- The staff take good care of you.
- You behave well.
- You work hard.
- You feel safe and happy in school.
- You enjoy the sporting and music activities in school.

I have asked Mr Duce to look at improving some of the teaching, so you are more involved in your lessons with interesting activities that will make you think harder. I have also asked him to involve you when the staff are changing the topics you learn about and to give other leaders in the school the chance to see you working in your classes regularly.

You can play your part too, by continuing to work hard and by letting the teachers know how you want the school to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.