

Pebble Brook Primary School

Inspection report

Unique Reference Number	111219
Local Authority	Cheshire East
Inspection number	337644
Inspection dates	5–6 May 2010
Reporting inspector	Paul Bamber

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Cllr Dorothy Flude
Headteacher	Mrs Donna Reed
Date of previous school inspection	15 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The team visited 17 lessons and observed nine teachers. They held meetings with staff, governors, parents and carers, and groups of pupils. They observed the school's work and looked at documentation relating to planning, pupils' progress and attainment, safeguarding, governing body meetings and pupils' work. Questionnaires completed by 44 parents and carers, and by staff and pupils were also analysed.

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

- the progress made by pupils who are known to be eligible for free school meals and that made by pupils with special educational needs and/or disabilities in Key Stage 1
- how effectively the school promotes community cohesion through establishing links with diverse communities in the United Kingdom and abroad.

Information about the school

Most of the pupils who attend this school of average size are of White British heritage. The proportion from minority ethnic backgrounds is around half the national average. A very small proportion is at an early stage of acquiring English. The proportion of pupils who are known to be eligible for free school meals is well above average and the proportion with special educational needs and/or disabilities is well above average and increasing year-on-year. The school shares its site with a Children's Centre. Governors provide before- and after-school care for up to 35 pupils. The school has received a raft of awards for its work in information and communication technology (ICT), sports, inclusion, health promotion, caring for the community, offering extended services and staff development.

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 that is popular with parents and carers and has their full support. The able headteacher and her senior management team provide effective leadership. Accurate self-evaluation leads to continual improvement and perceptive decision-making ensures the effective deployment of resources. The high quality of care, guidance and support contributes significantly to pupils' well-being, their good achievement and their well-developed personal and social skills. Together with the many gains made since the last inspection, these strengths indicate the school's good capacity to maintain improvement.

Pupils make good progress from their low starting points to attain average standards in English, mathematics and science by the time they leave Year 6. Achievement at Level 5 in mathematics lags behind that in English and science. The outcomes and provision for children in Early Years Foundation Stage are improving but are currently satisfactory rather than good. The proportion of pupils with barriers to their learning is considerably higher than average. The school is particularly effective in enabling them to overcome these so that they achieve, behave and attend as well as other pupils. Two outstanding aspects of the school's work, its engagement with parents and carers and its excellent work with partners, contribute hugely to this. The outstanding commitment of the family support coordinator is key in this area.

Pupils are taught well and enjoy an enriched curriculum. There is some outstanding teaching which is exemplified by high expectations and the close involvement of pupils in assessing their own attainment and progress. Major strengths of the curriculum are the promotion of the arts and of physical and mental health, and the opportunities provided for pupils to learn a musical instrument, and Spanish and French.

The governing body has a wide range of relevant expertise which enables it to support and challenge the school's work. It has not, however, ensured that the school's promotion of community cohesion raises pupils' awareness of communities in different parts of the United Kingdom and abroad. This is not to say that the school is anything other than a harmonious and inclusive community.

What does the school need to do to improve further?

- Enable more pupils to reach the higher Level 5 in mathematics by:
 - improving their ability to apply their mathematical knowledge in order to calculate and to solve problems
 - providing pupils with more opportunities to work practically and to investigate.

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- Improve outcomes and provision in the Early Years Foundation Stage by:
 - enhancing the quality and use of assessment so that staff can plan more precisely for children's next steps in learning
 - improving the quality of the dialogue between adults and children so that children's language skills are better developed.
- Improve the school's promotion of community cohesion by developing links with diverse communities in the United Kingdom and abroad.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and derive considerable enjoyment from lessons and from curricular enrichment. They work hard, persevere through difficulties and are keen to succeed. The vast majority are attentive, work equally well independently, in pairs or in groups, and have a good grasp of how well they are attaining and how much they are improving. They behave well and have positive attitudes to work and play, being very supportive of each other in lessons and in assemblies. Concerns about the achievement of pupils known to be eligible for free school meals and that of pupils with special educational needs and/or disabilities in Key Stage 1, raised by the pre-inspection analysis of data, proved unfounded. As a result of the rigorous monitoring of these groups and the effective arrangement for their support, these pupils make equally good progress as all other pupils. The achievement of pupils who speak English as an additional language is often very good. In mathematics, pupils lack sufficient skills in applying their knowledge to cope with more difficult calculations and to solve more complex problems.

Pupils have a good awareness of how to lead a healthy lifestyle and to stay safe. They are vigilant in their care for the environment and well aware of sustainability, for example, through seeding, tending and harvesting the school allotment and eating its produce at lunchtime. They are well prepared for the next stage of their education and for the workplace. As well as having average attendance and acquiring appropriate literacy and numeracy skills, they are adept in ICT skills. They take responsibility, are punctual and understand the principles of democracy. Pupils negotiate and compromise and see the other point of view. Their sense of fair play, respect for the natural world and their ability to relate to each other, all indicate their good spiritual, social, moral and cultural development.

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.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

When teaching is at its best pupils are thoroughly engrossed in learning, have a clear knowledge of what they are required to achieve and are enabled to assess their own and others' work. It was a delight to observe Year 2 pupils using criteria based on National Curriculum levels to appraise each other's work very effectively. 'You haven't used a wide enough range of connectives or starting words, but your punctuation is right and there are good wow words' was heard in the classroom and typified pupils' comments. Throughout, teachers make very good use of technology to clarify learning and to engage pupils. Relationships are always positive and the effective support of committed teaching assistants and volunteers plays a significant role in the good progress made by the more vulnerable pupils. On occasion, the imbalance between teachers' talking and pupils' working and a lack of challenge at appropriate levels throughout lessons limit the quality of teaching and learning to no better than satisfactory. In mathematics, pupils are given too few opportunities, overall, to work practically and to investigate.

The curriculum meets pupils' needs well. It enables them to make good academic progress and nurtures their personal, social and aesthetic development effectively. A wide range of enriching experiences, both in and out of the classroom, sparks pupils' interest and opens their eyes to a wider world. Specialist teaching in physical education, modern foreign languages and in music adds well to pupils' achievements. Pupils speak enthusiastically about their residential visits and they very much appreciate the opportunities to learn about the specific skills they need to acquire in order to equip them for different careers. Outstanding care, guidance and support, firmly founded on

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the leaders' and governors' determination to help pupils to overcome any barriers to learning they might encounter, ensure that all pupils thrive in this extremely inclusive school. Pupils and their families are well known to staff, and the systems and strategies put in place for pastoral support ensure at least average attendance and promote good behaviour and punctuality well. The school works very closely with parents and carers and with external agencies to support pupils with learning, emotional and behavioural difficulties. This ensures that they gain self-esteem through achieving well and meeting targets. The breakfast and after-school clubs, which are very well run, encourage pupils' attendance and promote good behaviour and enjoyment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The achievement of the Inclusion Mark reflects the school's outstanding success in ensuring equality of opportunity and breaking down barriers to learning and achievement. The excellent partnerships the school has developed with other schools, outside agencies and local bodies add significant value to inclusion and to the professional development of staff. Leaders and managers are very open to change and all staff share an ambition for the school to continually improve. Middle leaders contribute strongly by promoting effective assessment practice, including very rigorous checks on how well pupils progress academically and personally.

The governing body is well equipped to closely and effectively monitor the school's performance and it ensures that it meets statutory requirements fully. Safeguarding is good and procedures are carried out in line with best practice. Vigilance as regards pupils' welfare and safety is evident in all the school does. Governors, leaders and managers acknowledge that the school's promotion of community cohesion is in need of improvement. They recognise that the school has not yet developed close enough links with diverse communities in both the United Kingdom and internationally. The well-planned deployment of resources to ensure good outcomes and provision for pupils indicates that the school provides effective value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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 effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The provision and children's outcomes in Early Years Foundation Stage are satisfactory but improving strongly because of good leadership and management. Children typically enter the Reception class with skills well below those expected for their age, especially in their ability to communicate and in their personal skills. However, there are those who have more advanced skills on entry. They make satisfactory progress in most areas of their learning, good in some, notably in their personal, social and emotional development upon which staff place a high priority. Children are happy and well cared for, enjoy learning and forge positive relationships with adults and each other. Although children's progress is monitored regularly the information gained from this is not used effectively enough to match children's next steps closely to their particular needs. Good leadership has enabled improved opportunities for children to follow their interests and to work independently. However, when children are engaged in such activity, opportunities are sometimes missed for effective dialogue between adults and children to better promote language skills. The Early Years Foundation Stage leader has a clear understanding of the strengths and weaknesses in provision and is taking effective action to bring about improvements. Parents and carers are closely involved in their children's development and Reception staff are forging increasingly close links with the nursery providers in the adjacent Children's Centre, from which the vast majority of children enter Reception.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	2

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Views of parents and carers

There is overwhelmingly positive support for the school from parents and carers. They are particularly pleased with the quality of care and support provided, how safe their children feel and how well the school is run. Inspectors concur with these positive views. There were a very few individual concerns and these were brought to the attention of the school.

Responses from parents and carers to Ofsted's questionnaire

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

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	59	17	39	0	0	0	0
The school keeps my child safe	29	66	14	32	0	0	0	0
The school informs me about my child's progress	27	61	15	34	1	2	0	0
My child is making enough progress at this school	27	61	15	34	0	0	0	0
The teaching is good at this school	28	64	15	34	0	0	0	0
The school helps me to support my child's learning	29	66	14	32	0	0	0	0
The school helps my child to have a healthy lifestyle	26	59	16	36	0	0	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)	26	59	15	34	0	0	0	0
The school meets my child's particular needs	27	61	15	34	0	0	0	0
The school deals effectively with unacceptable behaviour	24	55	17	39	2	5	0	0
The school takes account of my suggestions and concerns	23	52	19	43	1	2	0	0
The school is led and managed effectively	28	64	13	30	2	5	0	0
Overall, I am happy with my child's experience at this school	26	59	17	39	0	0	0	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. 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.



7 May 2010

Dear Pupils

Inspection of Pebble Brook Primary School, Crewe, CW2 6PL

May I thank you warmly on behalf of the inspection team for the friendly and polite welcome you gave us when we inspected your school recently.

Yours is a good school, which helps you to make good progress in your work and to grow into sensible and responsible young people. It is especially good at caring and supporting you, particularly those of you who need more help than others. You have interesting things to do in lessons and out of class, and you are taught well. The school is well run by your headteacher, the governors and by other staff who have special responsibilities. The school is excellent at enabling your parents and carers to help you learn and in telling them about what happens in school and how well you are getting on.

Part of my job is to discuss with the headteacher and governors some things that the school could do to make it even better. These are:

- to help more of you in Year 6 to reach Level 5 in mathematics
- to improve some of what goes on in the Reception class, especially in giving the children more help to work and play at activities which suit them best and to improve their speaking
- for the school to link up with children or other people who have different lives to yours, so that you can better understand and respect those differences.

Thank you again for the lovely welcome and I hope that you will carry on working as well as you can and enjoy your time at school.

Yours sincerely

Mr Paul Bamber

Lead Inspector

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