

# Pye Bank CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	133324
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	381494
<b>Inspection dates</b>	3–4 October 2011
<b>Reporting inspector</b>	Joanna Sharpe

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Francis Feeley
<b>Headteacher</b>	Paul Hopkinson
<b>Date of previous school inspection</b>	28 April 2009
<b>School address</b>	Andover Street Sheffield S3 9EF
<b>Telephone number</b>	0114 276 0472
<b>Fax number</b>	0114 278 4730
<b>Email address</b>	enquiries@pyebank.sheffield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 11 teachers in 14 lessons. The inspectors met with 27 parents and carers, groups of pupils, the Chair of the Governing Body and staff. They observed the school's work, and looked at pupils' work, school policies, school self-evaluation documents, minutes of governing body meetings, pupils' progress and attainment data. Inspectors considered questionnaires from 21 parents and carers as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teaching across all key stages maintains/promotes progress and improves attainment.
- How effectively the school is improving attendance.
- How well the new curriculum is being organised to meet pupils' needs.

## Information about the school

Pye Bank is a larger than average primary school where numbers are increasing. The school has in the last three years become a two-form entry school. The majority of pupils at the school are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils who speak English as an additional language is well above average and the number of different first languages pupils speak is 15. The proportion of pupils with special educational needs and/or disabilities is slightly higher than the national average but the proportion with a statement of special educational needs is slightly lower than average. The proportion of pupils who start or leave the school other than at the usual times is high, with 15% mobility recorded already this term in Key Stage 1. The school has been awarded Healthy School status and the Eco Bronze Award in 2010.

**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. The overall effectiveness of the Early Years Foundation Stage is outstanding. The school is welcoming and friendly, and its values and ethos are reflected well in the positive attitudes of pupils and staff. Pupils are polite and friendly and all cooperate well together. School staff have good relationships with pupils and demonstrate good care and guidance for them. The analysis of data is good and the effective tracking of pupils' progress enables the school to accurately target areas of development. Pupils make good progress from their starting points. They reach broadly average levels of attainment by the end of Year 6. However, the proportion of pupils gaining higher levels of attainment is currently lower than nationally. Since the last inspection, attainment has shown a consistent pattern of improvement. Attendance is average but the number of pupils who arrive late for school each day is high. The school recognises attendance and punctuality as areas for improvement. School leaders have already implemented some measures to improve attendance but these have yet to have a significant impact or fully involve pupils, parents and carers.

Teaching is good overall. Some outstanding teaching was observed. The more effective teaching within the school is well organised to maintain the enthusiasm and learning of all pupils. The use of learning partners to improve speaking and listening skills is used well in most lessons. However, there remain some inconsistencies in teaching. In a few lessons, activities are not always clearly differentiated to fully match all pupils' learning needs, particularly those of the more able. Pupils have an accurate perception of their own safety and have a good understanding of how to respond to risks. Pupils also have a good understanding of factors which affect their health and are clearly aware why they should not add salt or sugar to their popcorn. All pupils from the wide range of different ethnicities engage well together and all have a strong sense of what is right and wrong.

The strong leadership team has ensured continued improvement since the last inspection. The school sets itself challenging targets and demonstrates the capacity to reach and maintain these in the future. It has used its rigorous analysis of monitoring and its tracking systems to evaluate its performance accurately and to identify weaknesses and strengths. This rigorous monitoring has driven the improvement in attainment evident over the last three years. The school has a good capacity for sustained improvement.

The Early Years Foundation Stage provides highly effective provision and ensures outstanding outcomes for all children. There is a strong team which works well together and has a positive impact on attainment. The outside and inside learning environment is stimulating and well organised. The leadership is outstanding and leaders have a clear idea of the learning required for all areas of provision.

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

- To raise attainment, particularly that of more-able pupils, by:
  - eliminating inconsistencies in teaching so that in all lessons the quality of teaching is good or better
  - ensuring work provided for pupils more closely matches their learning needs.
- To improve attendance and punctuality by:
  - rigorously implementing and embedding recently introduced strategies
  - introducing more innovative strategies that promote the benefits of regular attendance and punctuality to pupils, parents and carers.

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

<b>2</b>
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Pupils enjoy their learning and achieve well overall. In the vast majority of lessons observed, pupils were engaged and enthusiastic in their learning. For example, younger pupils were highly engaged with topic work relating to 'The King of Sparkle' and enthusiastically related their learning to the inspectors. They enjoyed writing letters to the King of Sparkle and others were keen to share their knowledge of how they made electric circuits for the King's lights. Pupils spoke positively about how they enjoy their lessons because they 'do stuff' and how lessons such as 'conquer maths' help them understand difficult work in a fun way. In some lessons, pupils entered into discussion with another pupil in the class to talk about their work and this formed an important part of the learning process. Feedback and engagement with other pupils and adults during lessons furthered learning and with younger pupils enhanced speaking and listening skills. Behaviour in lessons was good and contributed to the good progress made. Pupils were actively engaged in lessons.

Most children enter the Early Years Foundation Stage with skills that are below and often well below those expected for their age. By the time pupils leave Year 6 their attainment is broadly average. Different groups of pupils, including those who are known to be eligible for free school meals and those who speak English as an additional language, make good progress. Pupils with special educational needs and/or disabilities learn well and also make good progress. However, the proportion of pupils gaining higher levels of attainment is less than that of pupils nationally.

All pupils have a clear and firm understanding of what is right and wrong and show courtesy and politeness to their friends: this is a clear strength of the school. Even the youngest of pupils immediately offer to share books with other pupils without prompting or intervention from adults. When asking for help and when moving

around the school, pupils show politeness and courtesy. All pupils spoke positively about the school and said how much they enjoyed coming to school. The rate of attendance has improved slightly but the school recognises the importance of improving this further. A high number of pupils arrive late at the start of the school day. Initiatives to tackle this have already been put in place with the aid of the home link worker. However, it is too early to judge their impact.

Pupils play an active part in school life and enjoy roles such as playground pals, Eco champions, 'job squadders' and school council members. These roles enable pupils to build on the strong moral and social skills evidenced within the school.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Pupils are motivated and encouraged to learn through good and immediate feedback and questioning from teachers and their classmates. In most lessons, learning objectives are clear and activities are well structured so that pupils understand what they have to do and how to go about their work. Other adults play an important part in supporting pupils' further learning. Learning partners are often used well to further learning, speaking and listening skills even for the youngest of pupils. In one lesson, for example, pupils spoke knowledgeably about the Spanish Armada and were able to explain how their piece of work was going to show bias. All adults have high expectations of how work should be presented and this is reflected in pupils' work. Generally, teachers provide a good example for pupils to follow in their written work but this is not always seen in teachers paying attention to detail such as punctuation. Assessment is used well to support learning. A marking strategy is consistently used throughout the school, although the quality of marking can occasionally be variable.

The revised curriculum is very new and is not yet fully embedded. Good cross-curricular links are made to ensure that lessons are interesting and stimulating to pupils while building on skills being developed in literacy and numeracy. Information and communication technology (ICT) is well integrated into the curriculum with each

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

classroom having permanent ICT provision. A wide range of extra-curricular activities supports work carried out in the classroom, such as water sports, football and dance. The school recognises that more is to be done to further its impact on creating challenge for more-able pupils.

Pastoral support for individuals is good. Some elements of this provision are outstanding. The crystal zone provides well-planned social activities which impact substantially on pupils' developing skills and self-esteem. Initiatives are in place such as the support given to pupils who are new to the school to ensure they settle in quickly and their needs are immediately met. The school links well with other local schools of similar or of different ethnicities. The school recognises it needs to work more effectively with pupils, parents and carers and develop more innovative strategies to reduce the number of late arrivals and absences and better promote the benefits of regular attendance.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership team consistently communicates high expectations to staff, pupils, parents and carers. They set challenging targets based on their knowledge of the trend of consistently improving attainment. Leaders and managers tackle weaknesses, based on good analysis of data and monitoring. They have a clear idea of the school's strengths and have built on these effectively to improve the quality of teaching by devising and implementing good initiatives, such as the marking scheme and learning partners, across both key stages.

Leadership ensures there is no discrimination in the school. All pupils mix extremely well together and show friendship and respect to all others. Careful monitoring enables the school to promote equality of opportunity well and this is leading to a trend of improving attainment. Gaps between pupils at the school and those nationally are closing quickly. Good procedures are in place to identify quickly any additional learning needs. Intervention programmes are thorough and comprehensive and based securely on well-written plans and well-recorded evidence. Initiatives such as 'numbers count' in mathematics are impacting successfully on pupils' attainment. The school has introduced a range of initiatives to raise the attainment of the more-able pupils, for example in mathematics, one-to-one tuition in literacy and other revisions to the curriculum but it is too soon to see the impact of these measures.

The school provides a safe environment for all pupils and adopts good practice to effectively safeguard pupils. Staff are well trained and safety issues are well integrated into the curriculum. The views of pupils, parents and carers are taken into account through discussion and regular questionnaires. The governing body is well

organised and plays a very visible part in everyday school life. All governors are well trained and effective in their roles. They identify issues, offer challenges to the school and monitor impact to communicate ambition and drive improvement. The school promotes community cohesion well. It has a clear understanding of the local community and has good links with the local mosque and local schools. Work with the wider global community is yet to be fully established but the school has firm plans in place to promote this. Within school, pupils from different backgrounds get on well together and develop positive relationships. Effective partnership work with other local primary schools further promotes this as pupils move to their new schools. Other partnership work such as that with the local family of schools has benefited pupils, for example through the joint use of resources such as a clinical psychologist to support individual needs.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

When children start school their skills are below and often well below the levels expected for their age and many do not speak English. High quality provision in the Early Years Foundation Stage results in the vast majority of children of all abilities making outstanding progress. Behaviour is excellent with children showing respect and tolerance of each other's differences. As a result, children are very happy in their environment and mix well with all other children. Children concentrate well when participating in a rich, varied and stimulating range of activities. Young children have a good understanding of how to keep themselves safe and what constitutes a healthy lifestyle. Children were able to tell adults how the milk was good for baby as it is healthy, while playing with dolls and other resources in the role play area. Relationships with other children and adults are excellent. All adults have an expert knowledge of the learning and development needs of these children and activities are planned accordingly. The activities are well planned and highly engaging practical activities occur both inside and outside. The environment is planned thoughtfully to encourage independence and the excellent caring relationships with adults give children the confidence to become more independent in their learning. The very effective leader of the Early Years Foundation Stage has high aspirations for continued improvement. Her very strong leadership with a firm sense of direction and a clear and accurate view of attainment across all strands of learning is having a



direct impact on improving achievement. All adults contribute daily to the stringent self-evaluation and direction for improvement that the provision takes. All have a keen sense of the importance of developing good parental partnership. This enables children to quickly become settled and happy in their new environment as they initially engage in activities with their parent and carer alongside adults and other children in the provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Views of parents and carers

A very small minority of parents and carers responded to the questionnaire but a number of other parents and carers were happy to speak directly to inspectors. The vast majority expressed very positive views about the school. All noted that their children enjoyed school; that their children felt safe; and that behaviour was good. Typical comments focused on how caring and friendly all staff in the school are and how warm and welcoming the school is. The overwhelming majority of parents and carers thought that their children make good progress at school. Parents and carers of children with special educational needs and/or disabilities spoke of how quickly their children's needs had been identified and addressed and progress made. Some parents and carers also noted that they had noticed consistent improvement in all areas of the school over the last two to three years. Parents and carers appreciated the manner in which they are welcomed into the school with their children and also as an adult to take part in activities and learning in the community room. Parents and carers of younger children spoke of how quickly their children have settled into the Early Years Foundation Stage due to the exciting environment and the care given by adults in the setting. Inspection findings endorse these positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pye Bank CofE 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	48	11	52	0	0	0	0
The school keeps my child safe	12	57	9	43	0	0	0	0
The school informs me about my child's progress	10	48	10	48	1	5	0	0
My child is making enough progress at this school	8	38	10	48	2	10	0	0
The teaching is good at this school	8	38	12	57	1	5	0	0
The school helps me to support my child's learning	9	43	11	52	1	5	0	0
The school helps my child to have a healthy lifestyle	9	43	9	43	1	5	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)	6	29	12	57	1	5	0	0
The school meets my child's particular needs	8	38	11	52	1	5	0	0
The school deals effectively with unacceptable behaviour	11	52	10	48	0	0	0	0
The school takes account of my suggestions and concerns	7	33	12	57	1	5	0	0
The school is led and managed effectively	10	48	11	52	0	0	0	0
Overall, I am happy with my child's experience at this school	11	52	8	38	2	10	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



5 October 2011

Dear Pupils

**Inspection of Pye Bank CofE Primary School, Sheffield, S3 9EF**

Thank you very much for the very warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking with you. Your school is a very happy and welcoming place. We found that it provides you with a good education.

We saw that you all mix and cooperate very well with each other. We noticed how polite and courteous you are to each other at all times. We also saw that your behaviour in lessons, around school and at break times was good and sometimes very good. A small minority noted in your questionnaires that you thought behaviour was not always as good as it might be. However, when we spoke to you, you all told us how happy you are at school. You also spoke about how you enjoyed your lessons and found lessons exciting because you were often doing active tasks.

We found that the school uses lots of information to carefully track your progress and check how well you are doing in every class that you are in while you are at Pye Bank School. The school has worked hard over the last few years to improve the standards you reach by the time you leave and we have asked your headteacher and the governing body to raise them even more, especially for those of you who are quick learners.

We noticed that a lot of pupils arrive late at the beginning of the school day and that a few of you are not coming to school as often as you should. The school is already trying different ways to encourage you to attend every day. To make your school even better we have also asked your headteacher and the governing body to find more ways of improving attendance and of making sure everyone arrives on time. You can help by making sure you always arrive promptly.

Thank you for making us feel so welcome and being so kind and polite to us.

Yours sincerely

Joanna Sharpe  
Lead inspector

