

Pheasant Bank Academy

West End Lane, Rossington, Doncaster, South Yorkshire, DN11 0PQ

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although the quality of teaching has improved overall, it remains in need of improvement as too little good or better teaching was seen during the inspection.
- In the past, pupils have made less progress than they are capable of. Although the rate of progress they make is improving, it is not yet good.
- Although improving, pupils' attainment, particularly in mathematics, has been consistently lower than expected nationally.
- The curriculum has been too recently revised to have had any impact on raising standards. It is not yet securely delivered by all teachers.
- Pupils' spiritual, moral, social and cultural awareness is not as well developed as it should be.
- Leadership and management are in need of improvement as the role of middle managers is not yet fully developed.

The school has the following strengths

- The dynamic leadership of the Executive Principal has brought about rapid improvement in a short space of time.
- Governance is good. Governors support the academy well. They know its strengths and where improvements need to be made.
- Teachers manage pupils' behaviour well and as a result this is good. Pupils say that they feel safe at the academy.
- Parents support the school well. Most are happy with what the academy does for their children.
- The support given by the academy's sponsor is good. Substantial steps are being taken to improve the school.

Information about this inspection

- Inspectors observed 12 teachers teaching in 15 lessons.
- They observed pupils in lessons, at play, as they moved around the academy and in assemblies.
- Discussions were held with the staff, the associate Chair of the Governing Body, pupils and a representative of the academy sponsors.
- Inspectors heard children read from Year 3 and 6. They analysed in detail pupils' work from Years 3, 5 and 6.
- Inspectors took account of the 13 responses from the on-line questionnaire (Parent View) and a letter from one parent. The lead inspector spoke to one parent by telephone.

Inspection team

John Foster, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Edward Price

Additional Inspector

Full report

Information about this school

- This academy is larger than the average-sized primary school.
- Almost all pupils are of White British heritage. A small proportion of pupils are from a range of minority ethnic backgrounds. Almost all pupils speak English as their first language.
- The proportion of pupils supported by school action is high. The proportion supported by school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils eligible for the pupil premium is high. The pupil premium is for those pupils known to be eligible for free school meals, those who are looked after by the local authority and those of serving forces personnel.
- In 2012, the academy failed to meet the government's current floor standards that set the minimum expectations for pupils' attainment and progress.
- Pheasant Bank Academy converted to become an academy school on 1 September 2011. When its predecessor school, Pheasant Bank Junior School, was last inspected by Ofsted, it was judged to be satisfactory.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is consistently good or better by:
 - maintaining a fast pace of learning throughout all lessons in order to engage pupils at all times
 - setting work which enables pupils of all abilities to make the best possible progress
 - making sure that teachers' marking is consistent so that pupils know what they are doing well and how they can improve their work.
- Improve the quality of leadership and management by:
 - consolidating the newly developed curriculum into the school's work and making sure that cross-curricular links are effective in promoting pupils' learning
 - ensuring that provision for pupils' spiritual, moral, social and cultural development is consistently good or better.
- Raise attainment in English and, more particularly, in mathematics by:
 - using the results of teachers' assessment consistently to plan for pupils' individual learning needs
 - focusing clearly on specific areas of weakness identified through the school's assessment
 - making sure that the good practice seen in some lessons is consistent for all lessons.

Inspection judgements

The achievement of pupils

requires improvement

- When pupils start in Year 3 their attainment is broadly average. National data show that in the past pupils have made much less progress than would be expected and as a result, by the end of Year 6 their attainment in English and mathematics has been consistently below that expected nationally.
- Currently, pupils are making improved progress and, because for much of the time they are taught well, attainment is improving rapidly. The academy's data indicate that a majority of the current Year 6 group of pupils is on line to attain expected levels in English by the time they leave school. Attainment in mathematics is also improving at a fast rate but remains below expected levels.
- The academy's view was confirmed by lesson observations, scrutiny of pupils' work and hearing pupils read. Because of recent improvements, pupils are now making at least satisfactory progress overall with many making better than expected rates of progress. The major reason for these improvements is the higher proportion of good teaching pupils receive in the academy.
- In recent months the academy has developed effective systems for assessing the progress pupils make. The information gained is used well to support teachers in planning appropriate work for their pupils to make good progress. The assessment processes are too recently introduced to have had significant impact on raising standards in national tests. Evidence indicates that the academy is on track to meet the government's floor standards this year.
- Disabled pupils and those with special educational needs are catered for well and their progress is also being accelerated. The appointment of extra teaching assistants to support pupils funded through pupil premium is enabling this group to make rapid progress in their learning.
- Pupils told inspectors that they enjoy reading. They read regularly at the academy and are encouraged to read at home. Most pupils are able to work out unknown words for themselves, but some still find this difficult.
- Pupils' writing skills are developing soundly. By the end of Year 6 they write in a range of styles although the quality is variable. Pupils' handwriting skills are inconsistent, with too many failing to take enough care over the presentation of their work.

The quality of teaching

requires improvement

- While the quality of teaching requires improvement overall, there has recently been an improvement in the amount of good teaching in the academy, although there is little that is better than this. On inspection no inadequate teaching was observed.
- The higher quality teaching was seen when pupils were enthused by their teachers, the pace of learning was rapid and pupils were keen to please their teachers. In these lessons, pupils made the greatest amount of progress because teachers plan well for pupils' individual learning needs. In a Year 6 mathematics lesson, for example, one group were working on reading information from advanced line graphs, while another group, working with and well supported by the teaching assistant, were working on more simple graphs.
- When teaching is not as good, teachers' expectations about what pupils can do are not high enough. In these lessons pupils do not feel the urgency to work at a fast rate. They take too long to settle at their tasks and at times fail to complete what they are asked to do.
- The quality of teaching for disabled pupils, those with special educational needs and those supported by pupil premium is similar to that of other groups of pupils, enabling them to make similar rates of progress.
- Teaching assistants are used well to support pupils' learning. They know what they are expected to do in lessons to help pupils and they perform their work effectively. Relationships between pupils and staff are good overall, although occasionally, pupils' behaviour towards staff is

inappropriate. This does not help the pupils to learn well enough.

- Teachers promote pupils' spiritual, moral, social and cultural development soundly in lessons. They encourage them to work closely together and to comment on each other's work. This is done sensibly and thoughtfully and helps their progress. Overall, pupils' spiritual, moral, social and cultural development requires improvement because although the moral and social aspects are secure, the spiritual and cultural aspects are not promoted strongly enough in the school's work.
- The quality of teachers' marking varies widely across the academy. While some teachers mark work carefully, highlighting what is done well and where pupils can make improvement, too often this is not completed well enough to help pupils. Teachers use a series of learning steps to help pupils to understand at which level they are working. Pupils know their targets and told inspectors that teachers help them to improve.

The behaviour and safety of pupils are good

- Pupils' behaviour is good overall and at times it is exemplary. They understand that their actions affect other people and act accordingly. Pupils show consideration for others in their school lives. They readily hold doors open for each other and are well mannered. A good example of this is shown by some of the Year 6 pupils who work alongside the dinner supervisors in the dining hall. They help the younger pupils and support each other well.
- Most pupils behave well in class and as they move around the academy. On the rare occasions that inappropriate behaviour occurs, teachers deal with it effectively and quickly.
- Pupils hold positive views about behaviour in their academy. They told inspectors that for most of the time there is harmony in the playground and that all play together well. They support the inspectors' view that misbehaviour it is dealt with quickly and efficiently by the staff.
- Pupils are acutely aware of what constitutes different types of bullying and are adamant that there is no bullying at their academy. They say that should bullying ever occur, it would be dealt with rapidly by the staff.
- Pupils' attitudes to learning are generally good, but at times they fail to concentrate well enough and as a result their learning becomes slower.
- Attendance levels have risen over recent years and are now broadly average. Pupils are keen to come to the academy and arrive for their lessons punctually.

The leadership and management requires improvement

- The academy sponsors have recently undertaken an assessment of its effectiveness and as a result of their findings an executive headteacher was appointed to oversee the academy's development. This has been a positive move. The dynamic and inspirational executive headteacher leads the academy outstandingly well and has been the catalyst for the rapid improvement that has taken place over recent months.
- She quickly identified the strengths and areas for development and has instigated many changes to the academy's practice which are now beginning to bear fruit. The quality of teaching and learning has improved and as a result, pupils are beginning to make more rapid progress. The quality of assessment and the use of the data gained have been crucial to the better progress pupils are now making. These changes now mean that the school is in a good position to develop further.
- The senior leaders work well together in monitoring the quality of learning in their subjects but are currently not fully involved in monitoring the quality of teaching and learning in their subjects through undertaking lesson observations.
- The executive headteacher has led the academy's checks on how well it is doing and this is largely accurate. The evaluation is totally clear about where improvements need to be made and

the resulting development plan for the academy identifies how these improvements are to be achieved.

- The academy has effective arrangements for checking on the staff's performance. This links closely to the targets set for staff. Teachers are aware that they need to meet their targets before the governing body considers pay progression.
- The academy has recently undertaken changes to its curriculum. At this early stage it is clear that the newly developed curriculum will benefit pupils' learning. However, it is too early for the changes to have had a sustained impact on standards. The academy is aware of where further changes need to be made to ensure that literacy and numeracy are used effectively in all aspects of the curriculum and that the links between different subjects are secure in its work.
- The academy provides many opportunities for pupils to extend their learning beyond the school day with many clubs and activities arranged. The quality of music tuition is good. Pupils are given wide-ranging opportunities to learn a wide range of musical instruments and they participate enthusiastically.
- The academy sponsors provide extensive support. They are aware that the academy has experienced some years of underachievement and have provided secure and solid support to counter this underachievement. The major element of this support is the appointment of the executive headteacher, but their school improvement team has worked alongside her to give added support for staff development and to improve the rate of progress pupils make.
- The arrangements for safeguarding are thorough and meet all current requirements.
- **The governance of the school:**
 - Governance is good. Following the assessment of the academy's effectiveness, the sponsors identified a need for developing the role of members of the governing body and appointed an associate chair of governors. He is fully aware of the academy's needs and works closely alongside the executive headteacher, the staff and his fellow governors to move it forward. Members of the governing body provide good support for the headteacher and hold the academy to account for its performance well. Members of the governing body control the academy's finances well. The funding for pupil premium has been used effectively to support this group of pupils through, for example, the appointment of more teaching assistants and subsidising educational visits. This has enabled this group of pupils to make accelerated progress recently.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137455
Local authority	Doncaster
Inspection number	402758

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Associate Chair	Alan Warboys
Executive Principal	Anne Elliott
Date of previous school inspection	Not previously inspected
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