

# Pheasant Bank Academy

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

**Inspection dates** 16–17 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Teaching is not consistently good. Pupils' knowledge and skills in spoken English, reading, writing and especially mathematics are not high enough.
- Progress, especially in mathematics, is not consistently good and so not all pupils achieve all that they could.
- Lessons are planned thoroughly, but not enough attention is given to ensuring the work is challenging enough for all pupils, especially the most able.
- Marking is very variable in how effectively it tells pupils what they have learned well, what to do next and in expecting pupils to respond to advice in order to improve.
- In some lessons, low-level disruption stops pupils from making as much progress as they could.
- There are too few opportunities for pupils to solve mathematical problems and to link their learning across other subjects.
- Leaders do not have concise tracking systems established that fully support the progress of pupils.
- The academy is not improving fast enough because subject leaders do not have an accurate picture of teaching, learning and achievement in their areas. They do not carry out comprehensive and regular checks. Several are new to post.

### The school has the following strengths

- The new executive Principal and head of academy are taking a strong lead in this improving academy and have ensured that teaching has improved but still requires improvement.
- Standards in reading, writing and mathematics rose sharply in 2014 and current pupils' progress has also risen.
- Good teaching in Year 6 and especially in reading and writing are helping pupils to quickly close gaps in their learning. Pupils known to be disadvantaged do as well as their classmates in all subjects.
- Pupils feel safe in the academy. They are cared for well and are taught effectively how to keep safe and stay safe.
- Parents and staff are all generally positive about the academy.
- The governance of the academy is effective. They are fully supportive of the new leadership team. Governors do not simply accept what they are told and challenge leaders

## Information about this inspection

- Inspectors observed 18 lessons, six jointly with either the executive Principal or head of academy. All classes were observed.
- Pupils' behaviour was observed in lessons, assemblies, playtimes, lunchtimes and while they were moving around the academy.
- Meetings were held with pupils, staff, members of the governing body, the academy's adviser and one academy director.
- The inspectors observed the work of the academy and considered its plans for improvement as well as key documents and records for safeguarding, behaviour and attendance. A wide range of other evidence was also scrutinised, including pupils' work in books. Close attention was paid to information showing how well pupils were progressing in their learning.
- In carrying out the inspection, the inspectors took into account the 16 responses to the on-line questionnaire (Parent View), the academy's own parental survey and 17 questionnaires completed by staff were taken into account. The inspectors also spoke with a number of parents as they arrived at the academy.
- Inspectors listened to pupils read from Year 3 and Year 6.
- Inspectors viewed the academy's website.

## Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Yvonne Shaw

Additional Inspector

Lynne Davies

Additional Inspector

## Full report

### Information about this school

- Pheasant Bank Academy became an academy in September 2011 as a member of the Schools Partnership Trust. The previous inspection judged that the academy requires improvement. It is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average. The pupil premium is additional government funding to provide additional support for pupils known to be eligible for free school meals and those in the care of the local authority.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- In 2014, the academy met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the previous inspection, there has been a new executive Principal and head of academy appointed to post. Two assistant headteachers are also new to post. Since the start of the new academic year there have been six teachers new to post.

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

- Improve teaching in order to raise standards, especially in mathematics and quicken pupils' progress by checking carefully that:
  - marking tells pupils very regularly what they have learned well, what to do next, and pupils are always expected to act upon the advice given
  - the work provided for all groups, especially the most able, is at the right level to enable them to learn consistently well, especially in mathematics
  - providing regular opportunities for pupils to solve problems and develop their mathematical thinking and across other subjects.
- Ensure that pupils always behave well in lessons and always try their very best to learn well by ensuring that:
  - all staff have very high expectations of pupils' behaviour and attitudes to learning
  - pupils' interests are sustained and activities involve them more so that they really want to learn.
- Strengthen the impact leaders have on improving the academy by:
  - ensuring that leaders at all levels fully understand their responsibilities and have a clear understanding of their role in monitoring and raising pupils' achievements
  - improving the efficiency of analysis of pupils' attainment and progress and make sure that concise and summarised information is always readily available to all leaders in order to sustain further quick improvement.

## Inspection judgements

### The leadership and management

### requires improvement

- Leaders, and especially subject leaders, do not yet systematically use the information that they have about how well pupils' achieve to then plan actions that will bring about the required improvements. Tracking systems are not yet concise enough to fully allow leaders to target key areas for improvement.
- The head of academy has a secure grasp on the quality of teaching and is clearly beginning to improve it. She ensures that all pupils have an equal opportunity to benefit from all the academy offers. Leaders are decisive in addressing weaker teaching, but inconsistencies have not yet been fully eradicated.
- The academy's detailed development plan clearly specifies its priorities for improvement and provides a useful tool to help the academy move forwards. However, at times its aims are unclear, particularly about how many of the pupils are to make accelerated progress. This omission limits the rigour with which the academy can measure its success.
- The academy's curriculum provides for learning in a full range of subjects and encourages enthusiasm for learning. A strength of the academy is the good range of extra-curricular clubs and societies that it provides. This makes coming to the academy fun for most of the pupils, as many attend these activities. The curriculum promotes pupils' spiritual, moral, social and cultural development well. For example, pupils know that it is important for others to enjoy school and to help each other.
- The executive Principal and head of academy know that they check too much of the academy's work, rather than sharing it out. It is only senior leaders who check the teaching formally. This means that they have a clear idea of how successful the school can be, but the development of responsibilities to other leaders and training to carry out their roles are not yet fully developed.
- Academy leaders have planned carefully for the use of the additional academy sports funding. Leaders have used it to employ specialist sports coaches to deliver exciting lessons. Pupils say they enjoy taking part in these lessons. The number of competitive team games has increased. This year for the first time, the academy entered the Doncaster dance festival and the Irish dancers represented the academy.
- The academy benefits from good support from the academy trust. Support from the academy trust adviser and Directors has been instrumental in helping to implement urgent improvements. This has been an important factor in disadvantaged pupils making similar progress to other pupils in the school.
- The procedures and routines for keeping pupils safe meet current statutory requirements.
- **The governance of the school:**
  - Governors are very committed to the academy and to the local community. Governors are highly skilled and bring with them a range of experience. Governors have regular contact with school leaders and are the driving force establishing the academy within its own community. They have appointed an experienced executive Principal and head of academy and their impact on school improvement has been strong, although all recognise that there are improvements needed, especially to the quality of teaching.
  - Governors fully understand the importance of linking pupils' achievement to teachers' performance and pay, and how to use this to improve the quality of teaching. The Chair of the Governing Body fully understands the data regarding the current performance and pupils' progress and that teaching is not consistently good across the school. Governors are clearly challenging senior leaders and this is providing effective support to move the school forwards.

### The behaviour and safety of pupils

### requires improvement

- The behaviour of pupils requires improvement. Pupils are not always fully engaged with their work and this slows their learning.
- Pupils often have good attitudes to their learning and want to do well. However, when the work is not challenging enough or when learning slows, they become restless and are easily distracted from what they are doing.
- The number of exclusions is low and falling, because the leaders of the academy manage challenging behaviour effectively.
- Pupils are polite and welcoming. They nearly all display good manners. For example, a group of older pupils purposefully sat with an inspector explaining their views of the academy. Pupils are articulate and take pride in their academy.
- Parents expressed a view that behaviour was variable. Pupils agree that behaviour is not always good, but say that adults in the academy are working hard to ensure all pupils know and understand the rules and routines.

- The academy's work to keep pupils safe and secure is good. Pupils say that they are safe in the academy and feel able to approach staff for help if they are upset or worried. Teaching ensures that pupils know how to stay safe and to stay safe in a range of situations, including when using the internet.
- Pupils report that there is small amounts of bullying in the academy and that adults deal with any unacceptable behaviour quickly and effectively.
- Pupils enjoy coming to the academy and as a result, attendance at the school is average. Attendance rates have improved overtime.

### The quality of teaching

### requires improvement

- Teaching varies too greatly in quality to help pupils achieve well in their learning in reading, writing and mathematics.
- Teachers do not always ensure that all groups of pupils, particularly the most able, have appropriate levels of challenge in the work they are given, especially in mathematics. In discussion with inspectors, pupils said they would like harder lessons in literacy and mathematics. This lack of challenge is why the proportion of those achieving the higher levels in mathematics and English are below average.
- The teaching of mathematics is improving, as attention is given to securing basic skills. Where the teaching in mathematics is weak, it is because some teachers do not provide pupils with practical resources that are available, therefore, some pupils do not always firmly grasp the basic concepts in mathematics. Too many opportunities are missed in getting pupils involved in solving problems and this limits pupils' experiences of how mathematics links to the real world.
- Many teachers are lively in their explanations and clear about what pupils are going to learn. In one lesson, the first on learning Spanish, pupils were eagerly learning new Spanish words for 'false' and 'true.' They eagerly debated the rights and wrongs of bull fighting and were skilfully encouraged by the teacher to link their discussions about flamenco dancing to descriptive vocabulary and their literacy work. The learning was fast paced and attitudes to learning good.
- Classrooms are orderly places, well organised and with working displays that reinforce what is being learnt. Pupils of all abilities respond to this and are ready and generally keen to learn.
- Marking is too variable to support pupils' good progress over time. Marking is often celebratory, but teachers often do not inform pupils precisely how they can improve and check to see that important next steps in the learning are being picked up by all pupils.
- Teaching assistants provide sensitive and skilled support when needed. They ask probing questions and encourage pupils to work independently as possible. In one support group, pupils were busy writing words and phrases connected to inventions. The activity was fast paced, interesting and fully engaged the pupils.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because standards pupils attain in reading, writing and mathematics are below the national average for the end of Year 6 and have been for some time. Mathematics is the weakest area.
- In 2014 and since the previous inspection, standards rose significantly in reading, writing and mathematics. This was because the quality of teaching had been improved to support pupils' learning.
- Pupils' tracking information confirms that the pupils currently at the academy are continuing this upward trend, so that Year 6 pupils are in line to match national figures in the summer of 2015. All year groups show improvement and their progress rates are quickening.
- The most able pupils make similar progress to that of their peers, but are not sufficiently challenged to do better. As a result, fewer pupils achieve the higher levels at the end of Year 6 in reading, writing and mathematics. In 2014 and since the last inspection, proportion of the most able pupils achieving the higher levels rose significantly and currently, pupils are in line to achieve even better.
- Older pupils read for enjoyment and understanding and teachers extend their skills in other subjects. In a Year 6 guided reading session, pupils were given lots of opportunities to read and then discuss their thinking about an abstract. This was linked to their 'challenge mats.' An energetic class teacher who used effective questioning to extend pupils' learning, ably supported discussions. The refurbished library is already impacting positively on pupils' enjoyment and engagement with reading.
- Rates of progress in mathematics do not match those for other subjects across Key Stage 2. Progress is better in Year 6. However, pupils do not always have sufficient practical resources to deepen their understanding. While teachers emphasise the learning of calculation techniques, they provide fewer

opportunities for pupils to deepen their problem-solving skills and provide few opportunities for these to be used in other subjects.

- The progress made by disabled pupils and those who have special educational needs requires improvement. Their attainment rose sharply in 2014. Additional support the school provides enabled them to make similar progress to other pupils and nationally, but their attainment is still below the national average.
- Disadvantaged pupils supported through the pupil premium make similar progress to their classmates in reading, writing and mathematics. The academy is successful in ensuring that there are no gaps between the achievement of these disadvantaged pupils compared to other pupils in the academy. The gap between disadvantaged pupils at the academy and those that are not disadvantaged nationally is closing in all areas. In 2014, school data confirms that in reading more disadvantaged pupils achieved the expected standards than other non disadvantaged pupils in the school.

## 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

<b>Unique reference number</b>	137455
<b>Local authority</b>	Not applicable
<b>Inspection number</b>	442298

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Warboys
<b>Head of Academy</b>	Andrea Nuttall
<b>Date of previous school inspection</b>	30 January 2013
<b>Telephone number</b>	01302 868252
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