

Pye Bank CofE Primary School

Andover Street, Sheffield, South Yorkshire, S3 9EF

Inspection dates

3–4 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- There have been many changes in staffing. Some inconsistency remains in the pupils' progress between classes. This is reflected in pupils' varying levels of engagement and proficiency in reading.
- Not all marking and assessment effectively helps pupils to improve their work.
- The curriculum is limited in its use of the school's and local community's diversity as a focus for learning. In addition, the quality of display does not always support pupils' learning well.
- The progress of disabled pupils, those with special educational needs and disadvantaged pupils has not been consistently good over time. The rate at which the gaps in achievement between these pupils and others in the school and nationally have narrowed has until recently been too slow.
- The most able pupils are not given sufficient challenge, especially in promoting their thinking skills, which means they do not always make the best possible progress.

The school has the following strengths

- The new headteacher has had an immediate and positive impact, gaining the strongest support from staff, pupils and parents.
- The wider leadership team, including governors, has been developed and is effective in supporting positive change, especially in teaching and achievement.
- With staffing now far more stable, teachers and teaching assistants show strong commitment to pupils and to raising standards in this rapidly improving school.
- Staff are encouraged to develop their skills, as seen in the positive support from teaching and learning coaches over the last few months.
- Good behaviour supports good learning. Pupils and their parents believe the school is a safe place where pupils thrive and get on well together.
- Provision for pupils' spiritual, moral, social and cultural development is very effective. It helps pupils from many backgrounds to get on extremely well together.
- Children in the Nursery and Reception classes get off to a good start. Indoor and outdoor provision is of high quality and well used, helping children make good progress. The progress of these children as they go through the school is better than those who join later.
- The school's evaluation of its strengths and weaknesses is detailed and gives strong support to the improvement that is clearly underway.

Information about this inspection

- Every teacher was observed during the inspection, four of the observations being undertaken jointly with senior leaders. Meetings were held with school leaders, the Chair of the Governing Body and other governors, the Pastoral Support Team and a representative from the local authority.
- The views of parents were gathered from the 11 responses to Ofsted's online (Parent View) survey and from meeting a group who were in school for a regular coffee morning.
- The views of staff were gathered from their 62 questionnaire responses and from discussions throughout the inspection.
- Inspectors talked with pupils frequently throughout the inspection and met a group of representative pupils to ensure their views were taken into full account.
- Inspectors looked at pupils' work during observations and a detailed scrutiny was made of a sample of work collected from across the school, including the early years. Pupils were heard reading and case studies were undertaken to look at the progress of specific pupils.
- A range of documentation was looked at, including evidence about the progress made by pupils, teachers' planning and marking, the school's self-evaluation and improvement planning, and a range of policies and procedures, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
James Reid	Additional Inspector

Full report

Information about this school

- Pye Bank is a much larger than average-size primary school.
- Children first enter the early years in nursery, which has two sessions a day, although a small group of pupils attend full time. Continuing into Reception the provision is full time.
- The proportion of pupils from minority ethnic communities is far higher than average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is far higher than average. This is additional government funding for pupils known to be eligible for free school meals or in the care of the local authority.
- The proportion of pupils who enter or leave the school other than at the start of Key Stage 1 is well above average.
- The proportion of disabled pupils and those with special educational needs is a little above average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- A new headteacher was appointed from September 2014, following a period during which the deputy headteacher was the acting headteacher for two terms.
- Only three of the current teachers were in post at the time of the previous inspection in 2011.
- The local authority uses the expertise of the headteacher and early years staff to support training and moderation across the area.

What does the school need to do to improve further?

- Raise the overall quality of teaching to good or better by:
 - creating greater challenge, particularly for the most able pupils, and moving learning on more quickly as soon as pupils grasp an idea
 - ensuring all teachers are equally effective in implementing strategies for accelerating the progress of disabled pupils, those with special educational needs and disadvantaged pupils
 - using the teaching and learning coaches employed by the school to support teachers to focus on meeting identified weaknesses in practice to ensure that all teaching and assessment matches the quality of the best.
- Make classrooms even more positive places for pupils to learn by:
 - developing pupils' greater enjoyment of reading throughout the school by ensuring that books fully engage the whole range of learners
 - ensuring the quality of display in classrooms matches that of the best and pupils are encouraged to use it frequently to promote independent learning
 - encouraging pupils to develop their thinking and reasoning skills by asking and answering questions as fully as possible.
- Develop the richness of the curriculum through more opportunities to acknowledge and value the diversity found within the school and the local community.

Inspection judgements

The leadership and management

are good

- The headteacher, who was appointed in September 2014, has brought a sharp focus to the improvements that can now be seen in the school. She is using her proven expertise to drive up standards in teaching and achievement. Good support is provided by the deputy headteacher.
- Further evidence of improving leadership is seen in the developing roles of the leaders for key subject areas and for the key stages. They are increasingly effective and held more firmly to account. This is supporting the higher attainment and better progress now evident. Teaching has improved significantly, well supported by the use of teaching and learning coaches, who are working alongside teachers.
- Teachers are starting to be held to greater account for the progress of pupils. They assess the progress of individuals on a termly basis, which leads to a focused discussion with the deputy headteacher. Additional and appropriate support for those not making expected progress is being put into place, with the impact of additional support being measured carefully.
- The importance of supporting many of the families as well as their children has been reflected in the development of the pastoral support team. It has been key in developing very strong relationships between the school, pupils' families and the wider community. Parents show strong support, and value not only the education of their children but also the variety of ways in which they are supported to develop their own education and social opportunities. Pupils' wider needs are also supported by strong links with a variety of other professionals.
- After a period of staffing instability, the current staff show tremendous support for the school and its pupils. They share the leaders' vision and enthusiasm to create a truly effective school.
- Monitoring of teaching, planning and marking is detailed and gives leaders a very clear picture of the strengths and areas for development. It supports an effective process of staff appraisal and provides strong yet supportive leadership of teaching. Effective analysis of data about pupils' progress shows there remains a degree of inconsistency in progress between classes that is a key focus for improvement.
- Detailed and effective self-evaluation is now enabling the school to identify priorities for improvement. Teachers' challenging annual objectives focus on addressing these priorities. They also support the professional development and expertise of teachers, while teachers are also aware of the direct link between their performance and pay.
- The school has introduced clearly stated values that are well displayed around the school and understood by the pupils. These not only encourage pupils to work hard but also to encourage the development of positive attitudes to learning, to each other and to the wider community.
- In a school where pupils come from many different faiths, ethnicities and backgrounds, the promotion of equality of opportunity is a real strength. Pupils learn to respect and value each other, as well as developing a good appreciation of the fundamental values that underpin the British way of life.
- There are a wide range of illustrations of the dynamic ways in which pupils' spiritual, moral, social and cultural development is promoted. Pupils value the diversity found within the school, which is a vibrant, happy community where all are respected. Any hint of discrimination is tackled firmly.
- The curriculum, while focusing on the need to promote English and mathematics, has been developed so it is taught through a series of topics covering a range of subject areas. This has been effective in engaging pupils and provides opportunities for them to prepare for their lives in modern Britain. The school acknowledges it could further develop the richness of the curriculum so that it fully reflects and values the diversity within the school and the local community.
- The additional funding provided to develop sport and physical education has been used effectively. Coaches work alongside teachers to develop their confidence, while also providing an increased range of clubs, competitions and events that has seen participation increase significantly.
- Care is also taken in the allocation of the pupil premium funding. Over time, strategies implemented have not been as positive as they could be in raising standards and closing gaps in achievement between disadvantaged pupils and other pupils in the school and nationally.
- The local authority is very effective in supporting the school. With standards now rising and leaders driving the school forward the amount of direct support has reduced. The local authority uses the headteacher and the early years staff to support other schools.
- **The governance of the school:**
 - Governors have a clear understanding of their roles and all statutory duties are carried out effectively. This includes those for safeguarding, which is robust and often leads to effective work with staff from other agencies, and promotes equality of opportunity. Direct links between individual governors and subject leaders and other key staff, including the child protection coordinator, are reflected in visits by

governors to the school to find out information for themselves. This includes developing a good understanding of the performance of the school and the progress of its pupils compared to other schools in the city and across the country. This is an area that has developed since the last inspection and gives them an accurate picture of the quality of teaching. They are aware of the links between teachers' performance and pay and are aware of the additional responsibilities taken on by those on the upper pay scale. If necessary, they are also aware of procedures for dealing with inadequate teaching. The headteacher is set challenging annual objectives, which governors monitor and evaluate throughout the year. The budget is monitored effectively and governors have a good awareness of how additional funding, the pupil premium and the sports funding, is spent and its impact on eligible pupils. Governors are committed to, and show a real pride in, the school.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils enjoy their work and are eager to learn, and develop very positive attitudes. Exclusions are rare. Little time is lost to learning because of poor behaviour. This is true throughout the school, and is equally well seen outside lessons, in the dining hall and when they play together outside, for example. Only on odd occasions when lessons do not fully engage pupils is there any low-level disruption.
- The work in pupils' books shows that in most cases they take pride in their work that reflects their enjoyment of school. They are proud of their school, which is a positive, very happy community where people from many backgrounds get on well together.
- Pupils understand that bullying in all its different forms is unacceptable. In this very positive school, pupils say it is rarely an issue and if it does occur, adults deal with it quickly and fairly. The anti-bullying policy is understood well and pupils are aware of the impact that bullying can have. They understand the dangers of misusing the internet and social networking sites.

Safety

- The school's work to keep pupils safe and secure is good. Parents are very confident the school is safe and their children are looked after well. The site itself is very secure.
- Arrangements for safeguarding are very robust and all training is in place. Close links with other agencies and good joint working support vulnerable children and their families. Staff have a good understanding of the issues around child protection and all training is up to date.
- Detailed risk assessments are in place and seek to ensure that pupils are safe when they are in school or when they are out on a trip or visit. Care is taken when inviting outsiders into school to work with pupils.
- Attendance is now average and has risen considerably as a result of the hard work of the school, particularly of the pastoral support team. There is strong support for parents to help them realise the importance of regular attendance. This is particularly a challenge when families new to Britain arrive at the school, particularly with children who would not yet be going to school in their home countries.

The quality of teaching

requires improvement

- Teaching requires improvement because, although there is evidence that the quality is improving, there is still a degree of inconsistency in practice.
- In recent years, there has been considerable turnover in staff and this has had a negative impact on developing and sustaining good quality teaching. Last year, for example, the Year 6 class was taught by four different teachers. However, there is now a greater stability and staff are committed to raising attainment and driving the school forward.
- There remains a lack of sufficient challenge in some lessons, including in the crucial areas of reading, writing and mathematics. Sometimes teachers do not move work on quickly enough when pupils have grasped a concept and so they are not fully stretched to reach their potential. This is particularly the case with the most able and too few have been reaching the higher levels in national tests.
- The new headteacher has taken steps to address this, for example by employing coaches who work alongside teachers, some of whom are still new to their posts, to develop their confidence and skills. There is evidence that this has had a positive impact it is but too early to confirm sustained improvement over time and the coaches' work continues.
- Teachers are developing higher expectations. They often ask good questions which promote pupils'

thinking and expand their ideas. However, practice can be further developed across the school as a whole, in order to encourage pupils to gain in confidence and increase their perception and understanding.

- There is scope for pupils to become more independent in their learning. For example, while classroom displays contain a range of stimuli to help pupils develop their learning skills these are used more effectively by pupils in some classes. Here, teachers fully encourage pupils to try to find things out for themselves, which increasingly they do with confidence.
- Planning is now more detailed and is increasingly taking into account the differing abilities of pupils in the class, resulting in them making better progress.
- Already lessons are well planned and good teamwork is evident between teachers and teaching assistants. This means that in lessons all pupils can be well supported and play an active part, which supports their progress. There is evidence that this is now having a positive impact in raising standards, although over time this has not consistently been the case. At times, there has been some relative underachievement of disadvantaged and disabled pupils and those with special educational needs.
- Although pupils get off to a good start in developing their phonics skills, which are above those found nationally at the end of Year 1, this is not always sustained to enable pupils to read for pleasure. The books pupils are required to read in class do not always fully engage all pupils.
- Support for disabled pupils and those with special educational needs enables them to make progress that is more in line with that of the rest of the pupils. Additional resources, including support from teaching assistants, are better meeting the group's needs, although not all strategies for accelerating pupils' progress are equally effective. The same is true for the progress of disadvantaged pupils, although in the past they have not been well enough supported in narrowing the gap in their achievement compared to other pupils in the school.
- Although the new marking policy is implemented well overall, with praise for good work and time given for pupils to act on guidance, this is not consistent.

The achievement of pupils

requires improvement

- The proportions of pupils reaching better than expected standards in Years 2 and 6 have not been high enough. While most pupils make expected progress, there has not been enough challenge to see more making better than expected progress from their individual starting points in reading, writing or mathematics.
- The proportion of pupils making better than expected progress in reading and mathematics is considerably lower than that in writing.
- Inspection evidence points to recent improvement in pupils' achievement and progress across the school. This is most notable in the improvement seen in spelling, punctuation and grammar, and corresponds with the improvement seen in teaching.
- Over time, the progress of disabled pupils and those with special educational needs has not been accelerated enough to enable them to close the gap in attainment between them and other pupils in the school. The impact of the additional help they have received has, in the past, not always produced the expected improvement. However, more recently pupils' progress has accelerated.
- Fewer disadvantaged pupils have reached the standards expected in reading, writing and mathematics compared to other pupils in the school and not enough progress has been made in narrowing this gap in the past. Generally, disadvantaged pupils are a term behind their classmates in reading, writing and mathematics. Gaps in the progress disadvantaged students make are wide. They are three terms behind non-disadvantaged pupils nationally.
- Over time, the achievement of the most able has not been good and too few have been able to fulfil their potential. The proportion reaching the higher levels in national tests has been too low and this links directly to the lack of challenge in class for this group. Recent evidence points to a rapidly improving picture.
- Large numbers of pupils move into and out of the school at times other than the usual starting and leaving points. By the end of Year 6, around one-quarter of a year group will not have started their education at the school, that proportion currently being even higher in some years. When pupils have been at the school for the whole time, their progress is much nearer to the national expectation. This explains why good overall outcomes in the early years have not been reflected in the outcomes at the end of Year 6.
- Leaders take care to look at the progress made by different groups of pupils. This shows that boys usually make more progress than girls. There are also differences in the performance of different minority ethnic groups. Given their lack of any previous schooling, and difficulty speaking English, many pupils

understandably take longer to catch up and reach age-related expectations. This has a negative impact on the overall attainment and progress measures in the school. The school is now more effective in analysing and addressing these differences, but this has been too recent to have yet had a sustained impact in outcomes and pupils' achievement over time.

The early years provision

is good

- Children start in the nursery with overall skills below those typical for their age. There are particular weaknesses in language and communication, early reading and writing skills, and elements of personal, social and emotional development.
- They make good progress because they are well taught in a rich and stimulating environment. Activities are well matched to children's needs. The majority are ready to start Year 1, with the proportion showing a good level of development being a little above the average.
- The children are happy, settled and safe. Relationships are good and staff know the children well.
- Children quickly settle into routines and work and play together well, willingly taking turns and sharing resources.
- There is good emphasis on developing spoken and written communication. Role play is used very effectively. Children very much enjoy the home corner, listening to and talking about stories. Boys are particularly enthusiastic about the newly created 'writing den' where they can talk and write about their Superheroes.
- Assessment systems are good and the information gathered is used to plan exciting, practical activities that make good use of the stimulating indoor and outside areas. These are well matched to children's needs and interests.
- Leadership and management are good. The staff are a team with a shared vision for the further development of the unit. Their expertise is used by the local authority in other early years settings.
- Very good links have been established with parents who are very supportive of their children's learning at school and at home.

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	133324
Local authority	Sheffield
Inspection number	456125

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Francis Feeley
Headteacher	Maureen Andrews
Date of previous school inspection	3 October 2011
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