

# Inspection of E-Act Pathways Academy

Raisen Hall Road, Sheffield, South Yorkshire S5 7NA

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Inspection dates: 2–3 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Leaders have made sure that there is a caring and warm atmosphere in the school. Teachers make learning interesting. They have high expectations and want the best for the pupils. As a result, pupils enjoy their lessons and are happy coming to school. If pupils need more help with their learning, staff are available to help them. Pupils are polite and respectful to each other and to staff. Pupils say they like attending the breakfast club because it gives them a chance to catch up with their friends and get ready for the school day. The school feels calm and orderly and pupils behave well. In lessons, pupils try their hardest. Pupils told us that they feel safe. Bullying is rare, and pupils know what to do if they are worried about something. Pupils know how to stay safe, including when online.

There is a wide range of opportunities for pupils to get involved in school life, outside lessons. Pupils particularly like the sports clubs and doing the daily mile.

## **What does the school do well and what does it need to do better?**

School leaders have worked closely with the trust to plan a curriculum which is coherent across all subjects. Teachers think carefully about the most important content for pupils to learn. The curriculum plans for each subject sequenced in a way that helps pupils to remember more and be able to do more. Where appropriate, content from one subject is linked to content from another subject. For example, when pupils in Year 5 learn about the Tudors in history lessons, they also learn about Catholicism in religious education.

Teachers have had appropriate training to help them deliver the ambitious curriculum. Most teachers have good subject knowledge and make sure that key content is repeated. For example, pupils in Year 2 told us how learning about 'sprinting' in Year 1 helped them to understand better what they learn about 'pacing' now. Some staff who are new to subject leadership roles are still developing their confidence in their subject areas. Teachers use assessment well to check if pupils have learned the curriculum. They adapt their teaching to plug any gaps in pupils' knowledge or to clear up misconceptions. As a result, pupils' achievement in reading, writing and mathematics is continuously improving.

Leaders and teachers have the same aspiration for all pupils to love reading. There is a structured approach to reading across the school. New resources have been added this year. All classrooms have reading corners with a range of books for pupils to choose from. Pupils read regularly at home and in school. Story time at the end of each day is designed to be engaging and to foster pupils' love for reading. In the early years, daily phonics sessions help pupils learn their sounds quickly. Any pupil who falls behind in their reading gets extra support. The early years curriculum is planned coherently, and children are well prepared for Year 1. Children are already able to listen and understand stories and rhymes. They show positive attitudes and resilience. Children are learning how to compromise and share with one another. Some teachers are still building their skills and confidence in teaching phonics to a

high standard.

Pupils with special educational needs and/or disabilities (SEND) are supported very well. Staff in the 'Willow' classroom identify early any learning needs and plan any support required. Pupils study the full curriculum and return to their main classrooms as soon as possible.

Pupils behave well, both in lessons and around the school. They are respectful to each other and to staff. They hold doors open for visitors. In lessons, pupils show positive attitudes to their learning and take pride in their work.

There is a wide range of opportunities for pupils to take part in outside of lessons. Over 140 pupils per week access the different sports and after-school clubs. All Year 5 pupils attend a sailing residential trip every year, funded by the trust. Pupils also have opportunities to contribute to school life, for example as school councillors, sports leaders or healthy mind champions. These opportunities support pupils' personal development well. Pupils regularly discuss and debate in lessons, especially in religious education and history.

Teachers are ambitious for all pupils. The trust provides comprehensive training and support to leaders and staff. This increases the school's capacity to improve further. Parents and carers have opportunities to learn alongside their children. Subject leaders are enthusiastic about their roles. Most staff are positive about the way leaders consider their workload and value the support they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leaders make sure that there is a culture of safeguarding in the school. Teachers receive regular training in safeguarding. Thorough recruitment checks are in place to ensure that staff are safe to work with pupils. Leaders ensure that safeguarding records are accurate. Staff know the potential risks in the area and what to do if they have concerns about the pupils. Pupils know who to go to if they have any concerns. Also, pupils know what to do to stay safe, including when online.

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

### **(Information for the school and appropriate authority)**

- Leaders identify staff training needs accurately and provide appropriate professional development. However, some staff, are not completely confident yet in teaching or leading different subjects. Leaders should continue to embed subject-specific training for all staff, including subject leaders, so that the implementation of the curriculum is of consistently high quality across all subjects, including the teaching of phonics.

- Children in Reception benefit from learning in stimulating and well-designed classroom environments. However, this is not the case in the outdoor area. For example, there is a limit to the number of children who can access outside activities at any one time. Leaders should ensure that the outdoor resources mirror the high-quality resources indoors.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139932
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10112139
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	431
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Wemms
<b>Headteacher</b>	Eleanore Pickard
<b>Website</b>	<a href="http://www.e-actpathwaysacademy.org.uk">www.e-actpathwaysacademy.org.uk</a>
<b>Date of previous inspection</b>	6–7 June 2017

## Information about this school

- The school is much larger than the average-sized primary school.
- The school joined the E-Act Multi Academy Trust in January 2015.
- The school was last inspected in June 2017. It was judged to require improvement. The school received a monitoring visit in October 2018.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with an education, health and care plan is below the national average. The proportion of pupils with special educational needs support is above the national average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, assistant headteachers, subject leaders, the special educational needs coordinator (SENCo), teachers, trustees and representatives from the trust. We also had telephone conversations with the chief executive officer from the trust.
- We undertook deep dives into the following subjects: reading, writing,

mathematics, science and physical education. This involved meetings with subject leaders, joint visits with leaders to a sample of lessons in these subjects, joint work scrutiny, with leaders, of books and other kinds of work produced by pupils who were part of the classes observed, and discussion with teachers and groups of pupils from the lessons observed.

- We held informal and formal discussions with many pupils and observed interactions during playtime and lunchtime.
- We observed the work of the school and scrutinised a wide range of evidence, including the school's self-evaluation, action plans, attendance and behaviour records, safeguarding files and recruitment checks. We talked to staff about their role in keeping pupils safe.
- We talked to staff, including the newly qualified teacher, about their workload, and about the amount and quality of training and support they receive from leaders.
- We took into account the 11 responses from parents to Ofsted's online questionnaire, Parent View. We also took into consideration the 35 staff responses and 63 pupil responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

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