

# Inspection of Pye Green Academy

Rosehill, Hednesford, Cannock, Staffordshire, WS12 4RT

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Inspection dates: 27 and 28 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Leaders are ambitious for the school community. Leaders have created a culture defined by kindness, and a firm belief that all pupils can achieve their best. These values are at the heart of every decision made. Leaders have high expectations for every pupil. They ensure that pupils receive the support they need to reach their potential.

Right from the early years, pupils' attitudes to learning are positive. They behave well, both in classrooms and outside. Pupils are considerate towards each other. They told inspectors that bullying is rare. If any incidents do occur, staff act quickly to resolve the issues. Pupils feel safe at school. They describe their school as 'delightful, kind and understanding'.

Pupils enjoy reading. They appreciate the diverse range of books they have access to. Leaders ensure that pupils receive a wide range of extra-curricular opportunities through their 'curriculum promise'. For example, visits to the theatre and restaurants build on learning happening in the classroom. Pupils value these experiences.

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

Leaders have designed a curriculum that is ambitious for all. Subject leaders have a clear understanding of what is working well in their subjects. They have thought carefully about what pupils will learn and when, right from the early years. For example, in history, pupils' develop a growing knowledge of empire as they learn about the Romans, Anglo-Saxons, and the Commonwealth.

Teachers check what pupils know and understand. However, pupils are not always able to remember what they have learned in enough detail. This hinders their learning. Occasionally, teachers do not take the opportunity to correct the mistakes that pupils make. In these cases, pupils develop misconceptions about what they are learning.

Leaders are quick to spot pupils who need extra support, including pupils with special educational needs and disabilities (SEND). They make sure teachers have the information they need to support these pupils. Teachers use this information well to support pupils' learning. As a result, pupils with SEND make strong progress.

Leaders prioritise reading. Leaders have ensured that staff are well trained to teach reading and phonics. Teachers ensure that pupils learn sounds in a logical order. Books that pupils read match the sounds they have learned. Inviting libraries contain books which pupils talk enthusiastically about. They recall the names of books they like reading, such as 'The Wishing Chair'. Teachers select the texts they read to pupils carefully to ensure that they provide pupils with the right amount of challenge and enjoyment. For example, pupils' in Year 3 enjoy reading 'The Iron Man' as their

class reading book. This was helping them to gain a sense of how stories develop. Teachers identify pupils at risk of not keeping up with learning to read and ensure that these pupils receive help quickly. This helps pupils to catch up. Further support is in place for those who do not.

Pupils behave well. They are polite and talk maturely to their friends and adults. They support each other when needed. For example, pupil play leaders lead a variety of games at playtime. Pupils say that these activities help them to be healthier. Pupils know adults will help to sort any friendship issues. Leaders work closely with families to make sure pupils attend school often. This work is improving attendance.

In the early years, children settle quickly. Teachers build positive relationships with children as soon as they start school. The curriculum is well sequenced and staff plan activities to build on what children know. Children quickly develop into confident, independent learners.

Pupils have a growing understating of fundamental British values but this is not yet secure. While staff provide opportunities to develop pupils' understanding of fundamental British values, pupils struggle to understand how these apply in life. For example, pupils do not recognise the link between voting for the school council and democracy. However, pupils speak confidently about respecting each other and recognise everyone as equal. A wide range of clubs develop pupils' talents and interests.

Leaders, including those responsible for governance, have high aspirations for staff and pupils. Staff value the support from leaders. Leaders and staff work as a team, offering support and challenge to one another. Those responsible for governance understand their responsibilities and ensure that leaders act in the interests of the pupils and staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everyone's priority. Staff know what to do if they have concerns about a pupil. Leaders act on reported concerns quickly. They work with external agencies to secure help and support for those who need it.

Leaders understand the potential risks which may face pupils in the community and ensure that the curriculum in school addresses this. As a result, pupils understand how to keep themselves safe, including online. For example, pupils know to be cautious speaking to people online. Pupils identify a range of people who they know will help them if they have a concern.

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

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

- Some staff do not check if pupils have understood what has been taught carefully enough. Because of this, pupils do not always remember the important information they should. On some occasions, this leads to misconceptions. Leaders should ensure that all staff routinely check what pupils have understood, so that they can address any misconceptions quickly.
- Pupils' understanding of fundamental British values is not secure. This means that pupils are unable to recognise how these values apply to life in modern Britain. Leaders need to ensure that the curriculum is carefully designed to deepen pupil's understanding of fundamental British values.

## 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 information from Ofsted Parent View 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.

## 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>	141493
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10242177
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mr Alan Edwards
<b>Headteacher</b>	Sarah Yates
<b>Website</b>	<a href="http://www.pyegreen.staffs.sch.uk/">www.pyegreen.staffs.sch.uk/</a>
<b>Date of previous inspection</b>	12 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Greenheart Learning Partnership, which was previously part of the University of Wolverhampton Multi Academy Trust.
- This school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school and executive headteacher. Inspectors also met with the chief executive officer of the Greenheart Learning Partnership and spoke with the chair of trustees and chair of the Trust Local Advisory Committee (TLAC). Meetings were also held with other senior leaders, curriculum leaders and the SEND coordinator. Inspectors met with a range of other staff.
- Inspectors carried out deep dives in these subjects: mathematics, early reading, history, computing and physical education. For each deep dive, inspectors

discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work.

- A range of documentation was scrutinised, including leaders' plans to improve the school and the school website. Minutes from trustee and TLAC meetings were also reviewed, along with documents provided from the Greenheart Learning Partnership.
- When inspecting safeguarding, inspectors considered the school's safeguarding policy and spoke with staff and pupils about safeguarding. The lead inspector spoke with leaders about how safeguarding concerns and incidents are reported.
- Inspectors took account of the parent comments and responses to Ofsted's Parent View. They spoke with parents on the school playground. Comments in pupil and staff surveys were also considered.

### **Inspection team**

Michelle Bishton, lead inspector

His Majesty's Inspector

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