

Inspection of a good school: Pheasant Bank Academy

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

Inspection dates:

20 and 21 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The head of academy of this school is Ryan Schofield. This school is part of Delta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Tarn, and overseen by a board of trustees, chaired by Steve Hodsman.

What is it like to attend this school?

Pupils are proud to be part of this exceptional school. Leaders have established an influential motto, 'be the best you can be'. Pupils are inspired to live out this motto through their exemplary conduct and interactions. Pupils see themselves as leaders in their school. They know that their contribution matters and that their voices will be heard. The school has established a highly inclusive culture. Pupils and adults treat each other with the utmost respect. Pheasant Bank Academy is a vibrant and happy place to learn.

The school places no limits on pupils' academic and personal development. The school and the trust have established a curriculum that enables a deep study of each subject. Pupils rise to this ambition. For example, they write in detail about the legacy and impact of Roman Britain. The school brings this curriculum to life for pupils by providing carefully planned visits. These visits inspire pupils' thirst for knowledge. For example, following their visit to Creswell Crags, pupils explained how Stone Age peoples created leather garments. The rich range of visits that the school provides deepens pupils' learning.

The school applies its high expectations of behaviour and routines consistently well. This supports pupils to manage and regulate their own behaviour, whether adults are present or not. If pupils struggle to manage their own behaviour, adults provide effective support to help them to get back on track. Pupils recognise the importance of their learning, so lessons are calm and focused. All pupils understand that what they learn now will support their ambitions for the future.

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

Working together, the school and the trust have created a balanced, ambitious and well sequenced curriculum. This curriculum supports pupils to secure their learning step by step. Pupils quickly become confident and resilient learners. Teachers skilfully use this curriculum to create interesting lessons. Pupils find this learning captivating. They talk confidently about what they know. Pupils with special educational needs and/or disabilities (SEND) are supported to learn the same ambitious curriculum as their peers. Leaders have made sure that all staff are experts in adapting their teaching for pupils with SEND. These pupils receive carefully targeted support in order to master new knowledge and use this independently. Pupils with SEND flourish with this support.

Assessment is used effectively. In mathematics for example, adults routinely check that pupils have remembered their learning. They do this by building in frequent opportunities for pupils to rehearse knowledge to become fluent. If pupils struggle, adults provide swift and precise support to help them to keep up. Pupils recognise how this support is helping them to achieve well and to become more efficient mathematicians. Across the wider curriculum, teachers plan structured tasks that allow pupils to demonstrate their learning and answer important questions. For example, pupils explained in detail how the Vikings traded with the Anglo Saxons. They link this to the later invasion of monasteries and explain how Viking settlements have left their impact in local placenames. The way that the school's curriculum enables pupils to connect their knowledge together is exemplary.

When pupils join the school in Year 3, staff make sure that they have a secure knowledge of phonics in order to become fluent readers. Staff are experts in teaching pupils to read. All pupils receive high quality support to help them to become confident readers. Throughout the school, leaders invest in carefully chosen literature. This inspires pupils to talk in detail about their favourite authors, novels and series of books. Pupils use this knowledge to write book recommendations for each other. Staff regularly check that pupils are reading widely and often enough. Pupils know that their reading practice is important. They appreciate the reading rewards and 'gems' that they receive. Regular visits from local authors further inspire pupils to read widely. Pupils in this school love reading.

The school's work to promote pupils' personal development is exceptional. Pupils develop an impressive understanding of how to stay safe online, health and well-being. Pupils can talk about issues like puberty with considerable maturity. The school provides structured opportunities for pupils to engage in debate about important national and international issues. Staff make sure pupils have the language to debate with confidence. Oracy is a golden thread that permeates through all aspects of pupils' learning. Pupils learn how to hold differing views and offer contrary opinions. This informs the deep respect with which pupils treat everyone around them. The school has established a leadership pathway for pupils. This inspires pupils to contribute as leaders in all aspects of school life. There are numerous roles for pupils to enjoy. Some pupils work as elected members of the pupil leadership team, while others support at lunchtimes and breaktimes as playground pals. Pupils link their leadership to democracy. They take their campaigns for elected office very seriously. Pupils know that their voice matters and makes a difference. One pupil summed up the views of others saying, 'we make sure that everyone's voice is heard'.

Those responsible for governance are extremely knowledgeable about the school. They use their experience well to challenge and support the school. They check carefully that the school is taking the right actions in the best interests of pupils. The school and trust deliver highly effective support and professional development for staff at all levels. This support has a very positive impact on workload and well-being for all staff. Staff are very proud to work at this inclusive school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137455
Local authority	Doncaster
Inspection number	10297355
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
CEO of trust	Paul Tarn
Headteacher	Ryan Schofield (Head of Academy)
Website	www.pheasantbankacademy.org.uk
Dates of previous inspection	26 and 27 September 2018, under section 5 of the Education Act 2005

Information about this school

- This is a larger than average-sized junior school.
- The school runs a breakfast club for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, subject leaders and teachers. The inspector held an additional meeting with the deputy CEO of the trust.
- The inspector held a meeting with representatives of the board of trustees.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- The inspector also spoke informally to pupils to gather their views on school life.
- To gather parents' views, the inspector took account of the views of parents from the Ofsted Parent View survey, including any free-text comments.
- To gather the views of staff, the inspector took account of the staff survey.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

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