

Pye Bank CofE Primary School

Inspection report

Unique Reference Number	133324
Local Authority	Sheffield
Inspection number	328692
Inspection dates	28–29 April 2009
Reporting inspector	Jane Hughes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	249
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Rev Martin Snow
Headteacher	Mr Paul Hopkinson
Date of previous school inspection	5 February 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Andover Street Sheffield South Yorkshire S3 9EF
Telephone number	0114 2760472
Fax number	0114 2784730

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Introduction

The inspection was carried out by two additional inspectors.

When the school was inspected in February 2008, it was given a notice to improve and asked to address issues related to pupils' achievement and standards, the quality of teaching and how well work matched the needs of pupils to accelerate their progress. The school was subsequently visited in October 2008, when it was judged to be making satisfactory progress.

Description of the school

The school draws pupils from an area of significant economic and social disadvantage. A very high proportion of pupils are eligible for free school meals. Over 90% of pupils are from the wide range of minority ethnic groups represented in the school. The largest proportion of pupils is from Somalia. Most pupils speak languages other than English at home and many are multilingual. Eleven different languages are spoken as first languages. The proportion of pupils with learning difficulties and/or disabilities is larger than average. The school has benefited considerably from New Deal for Communities funding in terms of support for pupils and families. The school's Early Years Foundation Stage comprises a morning and afternoon Nursery with up to 52 part-time places, and a Reception class. The school welcomes pupils and parents to its own breakfast club.

The school is oversubscribed and is changing to two-form entry from September 2009. The current school building was commissioned in 2004. An additional building is under construction and is due for completion in September 2009, when the school will become two-form entry with increased pupil numbers in the Nursery. The school has achieved the Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Pye Bank is a satisfactory school. The school lives its mission, 'Learning together, learning to be together', exceptionally well due to the outstanding way the leadership promotes community cohesion in this multicultural community. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Since the last inspection, the leadership, which is satisfactory overall, has continued to address successfully any remaining staffing issues. The staff profile is much more stable and this provides greater continuity for pupils in their learning and greater consistency of expectation from adults. The determined headteacher, along with other senior leaders, provides clear direction for the school, along with a 'can do' culture which motivates pupils and adults alike. Leaders demonstrate total commitment to community cohesion and to promoting equality of opportunity and eliminating discrimination. Productive partnerships with parents and a range of local organisations promote pupils' well-being very effectively. Parents typically comment that their children 'thrive in the multicultural environment'. Governors show conscientious commitment to the school and offer a range of skills. However, they do not yet provide sufficient challenge to the school in terms of monitoring its performance. The school holds an accurate view of its work. There is satisfactory capacity for it to improve further, as reflected in rising standards, the sustainable acceleration in pupils' achievement and the increasingly effective contributions made by leaders across the school. Improvements over the past year mean that the school now provides satisfactory value for money.

From low starting points in Nursery, children make good progress through the Early Years Foundation Stage due to the strong learning and development opportunities that they experience throughout the Foundation 1 and 2 classes. All groups of pupils achieve satisfactorily across Years 1 to 6. This is due to the improved accuracy of teachers' evaluations of pupils' performance and to the increased effectiveness of new procedures to track their progress. Overall standards have risen for the last two years and this trend is continuing, although they are still well below average by Years 2 and 6 in reading, writing, mathematics and science. Standards have not risen as quickly in Years 1 and 2 because staffing problems have taken longer to resolve and children's skills at the end of Reception were not previously as secure as they are now.

Pupils' good personal development reflects their clear enjoyment of school. They make the most of their time here, attend as regularly as possible, and declare that 'school is fun'. The older pupils enthuse about residential visits and the new challenges these present. Their good behaviour and the strong respect they show for the wide range of beliefs and cultures within the school and local community are fostered through the close links that the school establishes with community support services, with the local clergy and religious leaders.

Good quality teaching and learning are leading to pupils' improving progress and rising standards. Staff are now more confident about what each pupil needs to do to improve and they set work accordingly. However, teachers' marking of pupils' work does not yet consistently signpost for them how they can improve it. The sound curriculum meets pupils' needs and some innovations are relished by pupils such as when they visited a local cinema for a practical film making session that added relevance and interest to their literacy lessons. Nevertheless, the presentation of pupils' work is untidy and unattractive. High quality pastoral care, coupled with good personal

support and well targeted academic guidance, ensures that pupils feel happy and secure in school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to their school life in the Early Years Foundation Stage. They join the Nursery with particularly low communication, language, literacy and social skills. Friendly staff and effective home visits ensure that children settle well in the welcoming surroundings. The leader has reinvigorated the staff, morale is high and adults clearly understand how young children learn and develop. Children achieve well, particularly in their personal and social skills, although elements of their reading and writing skills are still well below average by Year 1. Younger children benefit from working alongside the older children in Reception, particularly in terms of developing their speaking skills. Strong provision by skilful practitioners means that standards are rising. Current assessments show that an increasing proportion of children are achieving the skills expected for their age in all areas of learning. Children choose when to learn and play outside. Spacious learning environments coupled with good quality support from adults, encourage children to make the most of their time here. Due to the imminent relocation to a new building, some permanent resources to further develop children's skills have not been introduced to the present outdoor area. Children have many opportunities to work alongside adults who rightly focus on developing their language skills. Key workers take good care of children, track their learning and development closely and help them to make good progress. Children practise forming letters and numbers and many enjoy small group activities such as reading in their home languages with bilingual support staff. They thoroughly enjoy opportunities to role-play in the 'farm shop', for example, where they develop their language skills as they 'order' replacement stock on the telephone. Parents are very happy with the start their children receive.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Improve the presentation of pupils' work.
- Improve the consistency of guidance within teachers' marking on how pupils can improve their work.
- Increase the levels of challenge that governors offer the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily and make satisfactory progress in relation to their starting points. Even so, standards are well below average by Year 2 in reading, writing and mathematics and by Year 6 in English, mathematics and science. The overall rising trend in standards stems from more accurate monitoring and assessment of what pupils know, understand and can do. Individual teachers now identify more precisely, and plan for, the specific needs of each pupil. This ensures that pupils have access to the correct support programmes and so make faster progress. As a result, teachers are now able to regularly raise the targets set for pupils if they reach these sooner than expected. School data and pupils' current work show that the proportion

of pupils in Year 6 working at the higher levels is the largest ever for the school, particularly in mathematics. Pupils currently in Year 5 are achieving, and some are exceeding, the challenging targets set for them. The many pupils who are learning English as an additional language, or who have learning difficulties and/or disabilities do as well as others because the school provides the right levels of adult support for them in lessons.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy school. They are aware of how important it is to do well at school to achieve success in later life. Even so, they do not yet take enough pride in how they present their work and their books are often untidy and unattractive. Attendance is broadly average, although it fluctuates according to the timing of religious holidays and how frequently pupils accompany parents on extended holidays abroad. Pupils' good spiritual, moral, social and cultural development includes a keen sense of justice and clarity about school rules and expectations. Pupils associate school with friendship. They behave well. In particular, they work well together and are increasingly involved in assessing each other's work. They shoulder responsibility well and are trustworthy. For instance, school councillors take their role seriously. Their suggestion to hold a 'Bring your religion to school' day is proving very popular as pupils learn more about each other's cultural heritage. Close links with a local school with largely White British ethnicity increases pupils' understanding of British culture. Pupils have a good understanding of how to live healthy and safe lifestyles. They learned about safety around water, for example, before a trip to the seaside. Parents confirm that their children, 'love school'.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning has improved and is good overall with occasional outstanding practice. Pupils are enthusiastic learners and bring positive attitudes into the classroom. They are often engrossed in the work set by their teachers and do not want to stop when the lesson ends. This is particularly the case when activities are practical, such as when Year 5 filmed themselves at the local cinema. Warm relationships exist between adults and pupils and, together with mutual respect, these ensure a purposeful working environment. Good teamwork between class teachers and support staff ensures that pupils with learning difficulties and/or disabilities are well integrated in lessons and play a full part in school life. Good ratios of adults to pupils mean that pupils receive the close support they need to improve, particularly in terms of their language skills. Teachers' expectations of pupils' academic development and personal growth are high. These consistent messages become second nature to pupils because they hear them so often. Pupils produce a good volume of work because teachers use lesson time well to motivate pupils and to keep them on track. However, adults do not develop sufficient pride among pupils in their work, which is often very untidy.

Curriculum and other activities

Grade: 3

The school is beginning to develop an increasingly practical curriculum and pupils agree that they enjoy lessons that involve investigations and other 'hands on' activities. They say, 'We know the teacher is important but we feel fun, practical activities are the best way of

understanding and learning'. Current provision satisfactorily meets pupils' academic needs and takes into account the particular requirements, for example, of the large number of pupils who are learning to speak English as an additional language. There are also more opportunities now for pupils to write for a range of purposes. Pupils' personal, social and health education takes a high priority in school. The school cook raises the profile of healthy eating, for example. There are more laptop computers for pupils to use in classrooms and teachers and pupils use interactive whiteboards effectively to develop pupils' skills across a range of subjects. Some innovative and colourful projects such as 'Stinky Thinkers' promote pupils' learning skills while specific focus weeks stimulate pupils' interest in their learning. The school encourages girls and boys to participate in a good range of extra-curricular activities to enrich their experiences, although some of the older pupils declare 'booster sessions' to be their favourite.

Care, guidance and support

Grade: 2

Parents are appreciative of the high quality pastoral care and personal support, along with the good academic guidance that staff provide for pupils. The welcoming learning environment is clean and well maintained. There is very effective support for pupils when they arrive in school, particularly with regard to meeting their varying language needs and cultural differences. Vibrant relationships between staff and pupils support racial harmony and cohesion extremely well. The breakfast club provides a positive start to the day for pupils and parents. Lunchtime staff provide consistently good care and support for pupils. Secure procedures are in place to protect and safeguard pupils. Safeguarding procedures meet current government requirements. The school promotes strong links with a range of outside support agencies, and also ensures that transition to secondary education runs smoothly. It is very thorough in the way it tracks pupils' progress and then reports back to them and their parents at regular pupil progress meetings. However, the quality of teachers' comments in their marking of pupils' work is variable as they do not consistently identify areas to improve. Key pastoral staff work extremely effectively to support families, improve behaviour and mentor pupils. Their impact on the school's excellent ethos cannot be underestimated.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. The headteacher has established an effective leadership team and together they provide a structured vision for the school. The school, with strong support from the local authority, has established appropriate systems to ensure that the quality of education continues to improve. Subject leaders are making an increasing contribution to school development. Staff are motivated and this shows in their eagerness to meet new challenges. Governors are highly supportive of the school as it works towards its key priorities. However, they do not yet provide vital challenge to help senior leaders assess the impact of the school's work. Effective administrators ensure the school's daily smooth running. Parents are supportive of the school and feel their views are heard. The school responds well to the needs of parents and the local community and makes an outstanding contribution to community cohesion. For example, the community centre is the 'hub' of the new school building. The school opens its doors for Eid time prayers and the leadership liaises closely with parents about how best to facilitate pupils' prayer life. Representatives of different faith communities provide more insight for pupils and staff. The school helps local people to gain employment

through national projects. Very popular adult learning courses such as 'DIY for Women', help local women to become more self-confident and to engage more in school and community life. They also provide good role models for their own children in terms of promoting life-long learning. This also demonstrates the school's good commitment to promoting equality of opportunity.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspectors to tell you what we decided when we recently spent two very interesting days in your school.

You may remember that other inspectors came to your school last year and reported that some things needed to improve. We judge that Pye Bank is now a satisfactory school, and that some aspects of its work are good. We were particularly impressed with how well your teachers encourage you to respect and value the different faiths and cultures that are such an important part of your school community. You told us that you, 'all benefit from making friends and understanding each other so you get on well together'. We know that you are keen to learn and were pleased to see that your teachers expect more from you now and set more challenging work for you. You now achieve satisfactorily and are reaching higher standards in your work. This is because teachers know much more about what you can do because they monitor your work and progress closely. All the adults take very good care of you. Many of you and some of your parents told us that you like school and feel safe here.

One part of our job is to see what your school could do better. We want your teachers to help all of you to reach higher standards in English, mathematics and science. The school's governors are going to help with this by checking more closely just how well the school is doing. We have also asked your teachers to make sure that, when they mark your work, they always give you some tips on how to improve it. Try hard to remember to read what they say and to use this help in your next pieces of work. You can also help with the other thing to improve, which is to try really hard to make your work neater and to keep your books tidy. Your teachers will be reminding you about it!

Thank you for your kindness and the warm welcome you gave us during our time in school. In particular, thank you for the jammy fairy cakes. They were delicious!