

Inspection of Pye Bank CofE Primary School

Andover Street, Sheffield, South Yorkshire S3 9EF

Inspection dates: 8 and 9 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy to attend Pye Bank Church of England Primary School. All staff have high expectations.

Pupils abide by 'the five golden rules', so in lessons and around the school, it is calm and orderly. The school values also help pupils to know how to be good citizens. Pupils especially show respect and kindness to each other. Bullying is well managed if it happens. If pupils have a problem, they know to ask an adult or use the 'worry box' in their classroom.

Reading is celebrated across the school. Pupils are proud to be school librarians. Their peers recognise the expertise they have about books. Pupils aspire to read as many books from the 'Pye Bank one hundred' recommended reading list. They told inspectors that one pupil had achieved this. This motivates them to read more.

There are lots of roles that pupils can apply for. They can be sports leaders or a member of the 'social action group'. Here, pupils can discuss climate change and plant trees. In assemblies and lessons, pupils learn how to stay safe both in the community and online.

Parents feel all staff go out of their way to help their children and are very welcoming. They say their children are happy and safe in school and inspectors agree.

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

Leaders have thoughtfully constructed a curriculum which is ambitious and sequenced. It is matched to the pupils' needs in their school. Teachers sequence lessons appropriately. They use and recap key vocabulary in small steps to make sure pupils learn in lessons. Pupils can remember what they have been taught from their lessons.

In some subjects such as science and mathematics, a full assessment system is in place. This allows teachers to check where pupils have gaps in lessons and over time. However, in subjects such as geography, it is not as fully established. Teachers cannot efficiently identify what pupils have remembered over time.

Reading is taught every day right from the start in reception. All staff teach phonics, in the same way, using familiar resources. Pupils repeat previously learned sounds to make sure they do not forget them. When learning a new sound, pupils recall it, write it and read from their matched books. Pupils practise recalling non-decodable words daily so they know them well. Staff who work with pupils who need additional support confidently teach phonics. Pupils learn quickly from the extra reading sessions they are given because they repeat previous learning every day.

A comprehensive mathematics curriculum is in place. There is a focus on ensuring

pupils remember what they have learned previously. Lessons are sequenced effectively so that pupils learn in small steps. For example, in Year 2, pupils were learning 'o'clock' and 'half past'. They then worked out time problems. Teachers check what pupils can and cannot do in mathematics in the lessons and over time.

In the early years, children have lessons for subjects such as mathematics and science. They get chances to practise what they have learned in these lessons independently and in small groups with adults. Children learn through engaging activities. They concentrate well to complete tasks. Staff ask relevant questions of children. There is a focus on building upon children's vocabulary so they converse well. Learning outdoors is purposeful and children thoroughly enjoy this experience. They get many opportunities to take part in learning, such as the obstacle course they built. Children knew that by taking part in this, they would get better at balancing.

There is a carefully considered personal, social, health and education curriculum in place to support pupils' well-being. Leaders have discussed with parents what is included within this curriculum. It teaches pupils about the specific risks and the diversity they may encounter in their local community. Some pupils confidently talk about family make-up and relationships. However, a few pupils are unsure. This now needs to be further embedded.

Pupils have a detailed knowledge of different religions. This includes practices, celebrations and gods. Pupils understand the difference between right and wrong.

Pupils with special educational needs and/or disabilities are expected to learn the curriculum content for their age group. They are given well-thought-out resources which help them to access the curriculum. Adjustments are made to timetables to make sure that all of their needs are met. Pupils are not overwhelmed with too much information. All staff are receptive to pupils' needs and show care and timely support to make sure this happens.

Leaders support families well. They carefully look at what is needed and find other agencies who can help. Leaders ensure pupils' attendance is continually improving by promoting the importance of attending school to parents.

Governance is well structured with a sharing of responsibilities. Governors are knowledgeable about the areas they check. They have in-depth knowledge of the journey leaders have taken to improve the school. The trustees support and challenge the leadership team well. They support them through training and external opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders take extra steps to ensure that where they feel pupils may be at risk, they have rigorous processes in place. Training is in place and regularly

updated. Sometimes, this training is undertaken with parents to help minimise the risk to pupils. All staff understand what the risks may be and how to report them swiftly.

In lessons, pupils are taught about risks they may face in the community such as learning to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers cannot consistently check what pupils can and cannot do in subjects such as geography over time because they do not have an efficient system in place. Leaders should make sure that the assessment system is further developed so that gaps in pupils' knowledge can be consistently identified across the curriculum.
- Some aspects of the personal, social, health and education curriculum are not fully embedded. Not all pupils can talk confidently about relationships. Teachers need further time and more support to embed this.

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.

If you are the school and you are 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

Unique reference number	146841
Local authority	Sheffield
Inspection number	10227885
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	Board of trustees
Chair of trust	William Huw Thomas
Headteacher	Maureen Andrews (Executive Headteacher)
Website	www.pyebank.sheffield.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Pye Bank Primary is part of the Diocese of Sheffield Academies Trust
- No alternative provision is used.

Information about this inspection

The inspectors carried out this 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 held meetings with the headteacher, senior leaders, subject leaders and other staff. An inspector met with the governing body.
- Inspectors looked in detail at four subjects: reading, mathematics, science and geography. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered responses to Ofsted’s staff questionnaire and responses to the Ofsted Parent View questionnaire, including free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Angela Spencer-Brooke	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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