

# Pheasant Bank Academy

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

## Inspection dates

26–27 September 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher conveys a clear vision for the school. Her strong commitment and drive are shared by a keen leadership team. Effective support from the trust has resulted in the school successfully addressing the areas for improvement since its previous inspection.
- Governors have a good understanding of the school's strengths in teaching and learning. They regularly hold the school to account.
- Staff have worked successfully to improve the quality of teaching and learning. Well-targeted support from the trust's directors of learning has been highly effective in raising expectations and improving pupils' outcomes.
- Pupils of all ages make good progress in reading, writing and mathematics. By the end of key stage 2, pupils' attainment is now broadly in line with average. However, too few pupils are achieving higher standards in reading, writing or mathematics.
- The teaching of subjects other than reading, writing and mathematics sometimes lacks depth. There is insufficient emphasis on developing pupils' technical language in subjects such as science.
- Expectations of pupils' behaviour and conduct are good. Nearly all pupils behave well and show good attitudes to learning. Some pupils who have not yet fully developed self-help learning skills occasionally 'switch off' in lessons.
- With the school's sharp focus on reading, pupils are developing an enjoyment of books. Some pupils have a limited vocabulary. They do not always express themselves clearly when speaking or in their writing. This also prevents some less able pupils reading fluently and gaining a full understanding of a text.
- The pupil premium funding is used well to provide intervention teaching for disadvantaged pupils. This has been highly effective in helping them to catch up.
- The achievement of pupils who have special educational needs (SEN) and/or disabilities is good. Leaders use detailed assessment to measure the progress of these pupils and plan suitable work.
- The school's provision for pupils' welfare is good. Procedures for safeguarding pupils are effective. As a result, pupils say they feel safe.
- The school's curriculum is planned to promote pupils' spiritual, moral, social and cultural development. There is a strong emphasis on broadening pupils' understanding of different communities.

## **Full report**

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.

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

- Improve the quality of teaching to further raise pupils' attainment by ensuring that:
  - pupils develop the skills to be independent and self-assured learners
  - the most able pupils are consistently challenged
  - pupils' spoken vocabulary is developed to improve the quality of their written work
  - reading lessons develop pupils' skills, so that they can read, understand and talk about a text in depth
  - the teaching of science and the foundation subjects is developing the language, skills and knowledge pupils need to learn.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the previous inspection, leaders have been relentless in their journey for continued improvement. Pupils are now making good progress and more are now achieving the expected standard in English and mathematics in each year group. The areas that required improvement have been successfully addressed. The headteacher has an accurate view of the school's effectiveness.
- The headteacher creates a learning culture where teachers are willing to challenge themselves and are keen to improve their teaching. Leaders understand and enjoy their roles and are tenacious in keeping a 'weather eye' on the quality of teaching and learning, reviewing the effectiveness of changes they have made.
- The school is well supported by the trust, which challenges the school on a regular and frequent basis. It provides support from its own learning directors. This results in effective professional development which, in turn, improves the capacity of leaders.
- Leaders' regular monitoring and evaluation of teaching in English and mathematics ensure that lessons are well planned and all staff are skilled in teaching these subjects. Assessment in these subjects is used effectively to assess pupils' progress and ensure that they achieve well. Detailed analysis of how well different pupils are doing has been used well to provide speedy intervention, so that pupils' progress does not slip back. Leaders are aware that there are still too few pupils achieving higher standards of attainment and are addressing this.
- Leaders are less vigilant in checking the quality of teaching in science and the foundation subjects such as history and geography. There is not always an accurate match of what is being taught in lessons with developing the language, skills and knowledge pupils need to learn in these subjects.
- To promote a love of books, the school has opened a new and well-stocked library as well as investing in high-quality class texts. A good relationship with a local author who regularly visits the school has been established and this helps to bring books alive for pupils, especially those who may have limited access to literature.
- The use of the pupil premium funding is effective in improving the achievement of disadvantaged pupils. Timely interventions and additional teaching have had a significant impact on accelerating the progress of these pupils. In addition, leaders use this grant to ensure that this group of pupils have equal opportunities with their peers to access trips and events.
- The leadership of special educational needs (SEN) is effective. Some pupils have significant learning needs. These are well met by trained and well-informed teaching assistants who understand how to support the needs of these pupils and encourage their independence. Leaders use additional funding very well to ensure that these pupils integrate well into the school and their academic progress remains a high priority.

- The school has a well-organised curriculum for teaching a broad range of topics. Topics are enhanced by visits, for example to the National Coal Mining Museum, to help pupils understand the history and geography of their local community.
- The promotion of pupils' spiritual, moral, social and cultural development is a priority for the school to help broaden pupils' horizons and promote their aspirations. Last term, the school participated in 'Sing Out' at the Doncaster Dome. Pupils understand that people from all backgrounds and faiths deserve respect.
- Leaders use the primary physical education (PE) and sport funding effectively to ensure that teachers are well trained to deliver good-quality PE lessons. Pupils can participate in a range of after-school clubs. Pupils were very keen to tell the lead inspector how much they had enjoyed the school's sports day.

### **Governance of the school**

- Governors have a good understanding of their role and responsibilities in holding the school to account. They have an accurate overview of the quality of teaching and learning. They talk keenly about the school's journey of improvement.
- Meetings of the academy advisory body (AAB) are sharply focused on how well pupils are achieving. Governors are well informed by the school's comprehensive use of data as well as presentations from subject leaders.
- Governors have directed much of the funding to support disadvantaged pupils towards providing additional staffing, targeted group teaching and equal opportunities for this group of pupils. The achievement of disadvantaged pupils is good.
- Governors are fully conversant with their legal duties for safeguarding, ensuring that staff are recruited with careful consideration. Checks are carried out to ensure that governors and staff are fully up to date with their safeguarding training.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a culture of safety in school and are vigilant in checking that staff implement procedures to protect pupils. Staff understand their obligations for safeguarding and this is emphasised throughout the school's work. For example, Year 6 pupils learned about safety by attending Crucial Crew, a multi-agency event presented by the emergency services.
- Pupils told inspectors that they feel safe in school and there is always someone they can go to if they are worried. Parents who responded to the school's recent survey were unanimous that their child is well looked after and nearly all agreed that their child is safe in school.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They liaise with outside agencies when they have a concern and they work hard to support families in need.

## Quality of teaching, learning and assessment

**Good**

- Since the school's previous inspection, the quality of teaching has improved considerably and is now good. Teachers have high expectations for pupils' behaviour, conduct and the presentation of work, including neat and legible handwriting. They establish a productive working atmosphere and this is reflected in pupils' mostly good attitudes to their learning.
- The use of regular assessment helps teachers to have a good idea of how well their pupils are achieving, particularly in mathematics and writing. The focus on improving the outcomes of pupils, particularly those of middle ability and those who are disadvantaged, has resulted in these groups securely working at expected standards in reading, writing and mathematics. However, sometimes, teachers do not sufficiently challenge the most able pupils.
- Improvements in the teaching of mathematics have ensured that pupils are well practised in using and applying basic mathematical skills. Any misunderstandings are quickly picked up and addressed immediately by additional teaching to prevent any gaps in learning. Pupils are keen to tackle the different levels of problems in lessons.
- In reading lessons, pupils benefit from high-quality texts to promote and enrich their vocabulary. However, the teaching of reading is inconsistent. In some lessons, pupils drift off and do not follow the text or respond to questions asked by the teacher.
- The teaching of writing has been reviewed to promote the use of spoken language prior to committing pencil to paper. The impact of this is positive as pupils experiment with written language and vocabulary they would not usually use in their everyday life. Leaders' implementation of strategies to improve the quality of pupils' spelling is leading to better standards of writing.
- The teaching and assessment of disadvantaged pupils are sharply focused to identify any gaps in learning and address these quickly. As a result, this group of pupils do well in reading, writing and mathematics.
- The achievement of pupils who have SEN and/or disabilities is good because of the close tracking of their progress to match work for their abilities. Teaching assistants support the majority of these pupils well.
- Teachers' subject knowledge in English and mathematics is good. While there are some creative approaches to the teaching of science and the foundation subjects, this is not consistent across year groups. Lessons, and work in books, show that the learning purpose is not always clear. Consequently, in some subjects, pupils are not always learning the skills and knowledge they need in any real depth.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school puts a great deal of emphasis on supporting the most vulnerable pupils and their families and understands their needs. The accessibility of staff and support is

appreciated by parents. One parent expressed their gratitude for the help they had received from the school in supporting their child who has special educational needs.

- The school is a calm and ordered place for pupils to learn. The emphasis on pupils' mental well-being is reflected in their confidence to confide in an adult if they are worried about anything.
- Pupils know how to keep themselves safe in a variety of situations. They talk about all the things they learn in school about safety. Pupils understand how to manage risk and understand the risks of using the internet.

## Behaviour

- The behaviour of pupils is good. Pupils and most parents are confident that the school deals effectively with any poor behaviour and bullying.
- Pupils have a good understanding of bullying, including bullying related to race and gender, and any misbehaviour is dealt with quickly. Pupils respect the school's rules and know that there are consequences for poor behaviour.
- Pupils are fully aware of the need to respect people's differences and life choices. They are honest in saying that this might not always happen, but that the school takes action in such cases.
- Nearly all pupils have positive attitudes to learning. They are eager to answer the teacher's questions and work well in pairs and groups. Pupils conduct themselves well in and around school and they are polite and show good manners. Some pupils who do not have independent learning skills occasionally lose attention in lessons and go 'off task'.
- Overall, attendance is broadly average. Most pupils attend school regularly. The school rewards good attendance and actively follows up absence. Improving the attendance of pupils who are most at risk is a high priority and this is having a positive impact on reducing absences, particularly of disadvantaged pupils.

## Outcomes for pupils

**Good**

- Throughout the school, rates of pupils' progress in reading, writing and mathematics have significantly improved and are now good. The school sets high expectations for pupils' achievement and has been successful in raising the number of pupils working at the expected standards in every year group.
- Pupils' writing in English shows that they are using new words that they have learned in their reading lessons and read in their books. The school's policy of 'a new word a day' is helping pupils to use more adventurous vocabulary in their writing and write for an audience. During the inspection, pupils were writing a persuasive text to change the inequality of pay for male and female athletes. They were able to reflect on the best language to use to influence opinion. Pupils' handwriting is neat and legible. The presentation of work in English books and other subjects is of a good standard.
- Improvements in the teaching of mathematics now means that pupils are enjoying this subject and are achieving well. Some pupils who have gaps in their mathematical

understanding quickly catch up because they receive well-targeted additional teaching and this means that they are becoming confident and fluent mathematicians. Pupils' books show that they can apply their understanding of number to mathematical word problems. Pupils are still developing their reasoning, both verbally and in writing, to achieve higher standards of attainment.

- Pupils have developed an enjoyment of reading. Most of the younger pupils tackle words using their phonic skills and anticipate what is coming next in a story. Some of the less able pupils have entered the school with insecure phonic skills. As a result, they are not as confident or fluent when reading.
- By the time they reach Years 5 and 6, pupils confidently read their book of choice. They are developing an awareness of an author's intent and style and can relate this to their writing. While pupils are keen to share their opinion about their book and express their preferences for authors or genres, some pupils' ability to do this is sometimes compromised by their lack of vocabulary and this is holding back pupils who may have the potential to reach higher standards.
- Pupils show a keen interest in science and other subjects such as history and geography. Younger pupils are more confident in explaining what they have learned and can use correct scientific terms. Previous weak teaching means that some older pupils are less secure in their knowledge and understanding of some subjects and do not use the appropriate technical language, for example to explain scientific processes.
- The achievement of pupils who have SEN and/or disabilities is good because of the well-planned provision, quality of teaching and support from teaching assistants.
- Disadvantaged pupils benefit from additional teaching groups to address any gaps in learning. As a result, rates of progress of disadvantaged pupils have increased and are good overall.

## School details

Unique reference number	137455
Local authority	Doncaster
Inspection number	10053273

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

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	360
Appropriate authority	The board of trustees
Chair	Chris Mitchell
Headteacher	Pippa Robinson
Telephone number	01302 868252
Website	<a href="http://www.pheasantbankacademy.org.uk">www.pheasantbankacademy.org.uk</a>
Email address	<a href="mailto:info@pheasantbankacademy.org.uk">info@pheasantbankacademy.org.uk</a>
Date of previous inspection	28 February–1 March 2017

## Information about this school

- Pheasant Bank Academy is part of the Delta Academies Trust. This school is a junior school catering for pupils aged seven to 11 and is larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage and there are very few pupils who speak English as an additional language.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is above average.



## Information about this inspection

- Inspectors visited lessons in all classrooms, some together with the headteacher. In addition, inspectors observed the teaching of small groups of pupils.
- Inspectors scrutinised pupils' work and listened to some pupils read. They spoke with a number of pupils about their views of school and their opinions of behaviour and safety.
- Inspectors held discussions with staff, and representatives of the trust, and considered 13 responses to the Ofsted staff questionnaire.
- Inspectors considered a wide range of school documents. These included the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding.
- Inspectors talked to some parents to seek their views about the school, and took account of the 72 responses to the school's own survey conducted last term.
- There were insufficient responses to Ofsted's online questionnaire, Parent View, to take these into account.

## Inspection team

Karen Heath, lead inspector	Ofsted Inspector
Tim Scargill	Ofsted Inspector
Juliet Wright	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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