

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pye Bank Church of England Primary School

Andover Street
Sheffield
South Yorkshire
S3 9EF

Current SIAMS inspection grade	Good
Diocese	Sheffield
Previous SIAMS inspection grade	Good
Local authority	Sheffield
Name of multi-academy trust	
Date/s of inspection	27 April 2017
Date of last inspection	14 November 2011
Type of school and unique reference number	133324
Headteacher	Maureen Andrews
Inspector's name and number	Angela Knowles 497

School context

Pye Bank is a much larger than average primary school. The school has a part time nursery. The proportion of children from minority ethnic groups and who speak English as an additional language is much higher than the national average at 82%. The vast majority of pupils have a strong Muslim faith. The level of mobility across school is fairly stable at 75.5% but remains above the national figure of 85.7%. The number of children in receipt of pupil premium funding is double the national figure of 26.7% at 55%. The head teacher has been in post since September 2014.

The distinctiveness and effectiveness of Pye Bank Church of England Voluntary Aided Primary School as a Church of England school are good

- Relationships between the diverse school community which are rooted in the school's core Christian values of respect and love.
- The core Christian values being continually demonstrated by the pastoral support team and their focus on wellbeing
- Strong focused leadership of the school rooted in Christian values that have set high expectations resulting in a clear focus to raise standards across school.

Areas to improve

- To build the confidence of all staff so that the quality of teaching and learning in RE is consistently good or better across school.
- Develop a formal assessment process to track children's achievement and attainment in RE.
- Develop the monitoring and evaluation of collective worship to show its impact other members of the worshipping community including the children.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The mission statement of Pye Bank highlights the central place school holds within the diverse community it serves. Its aims are distinctly Christian reflecting the school's ethos. The website reflects the Christian foundation of the school and the importance of Christian values, faith and worship. Children, staff, parents and governors articulate these values consistently and demonstrate them through very positive relationships, attitudes to worship and learning. The whole school contributed to the 'Jesse Tree' display near the main school entrance, following a recent focus day. This had a significant impact on the children who spoke enthusiastically about the Bible stories they had covered on that day. The school values are displayed next to the Jesse tree and the cross and The Bible reinforce the Christian distinctiveness of the school.

The school works hard and put many things in place to support children who struggle to achieve their full potential. Outcomes in Foundation Stage are good and recent data shows older children are on track to meet their targets and this will demonstrate good progress and year on year improvement.

Religious Education holds a central place within the school and is closely linked to the children's spiritual, moral, social and cultural development which is a priority. School is highly inclusive and supports a number of children with very complex needs. The work of the pastoral team is a strength of the school, children respect them and were named as the people they would go to if they needed help. Their work has also resulted in levels of attendance rapidly improving to 96.1% which is above national average. Children behave well and feel safe. They are supported well in class so that children can focus on their learning in a calm learning environment.

Children speak about Christianity as a multi world faith and know that their school is a Church of England school. They have a clear understanding of similarities and differences between Christianity and other faiths. Adults and children articulate a real respect and love for their own faith and the faith of others. Support from the local church, including both clergy and church members; have had a significant impact developing their knowledge and experience of Christian worship and Anglican traditions.

Relationships between all parts of the school family are solid and there is a tangible sense of respect, love and care around the whole school. Pupils say they love their school; they feel safe and want to come to school. Parents speak highly about the staff and its leaders and recognise the significant developments over the last two years. They endorse the value of the school's faith foundation and the positive impact this has on their children. Children are pleased to speak to visitors and staff and do so with confidence and courtesy.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school and is coordinated by the head teacher. It is inclusive and takes many forms during each week. The parish has recently become vacant following the vicar's retirement but church members and visitors make regular contributions to the leading of worship. The vicar had worked with the head teacher to develop the worship and make it accessible to all in this multi-faith community. The impact of this work has been huge and has resulted in no children being withdrawn. Multi-faith worship has taken place in church during major Christian festivals and attended and valued by all. Parents from all faiths value the opportunity to come together and share the worship. Children take an active role within the multi-faith worship. Awe and wonder form the backbone of worship in school and the core Christian values are explored. Children are aware of Christian teaching about God as Father, Son and Holy Spirit. The worship planning incorporates Biblical teaching, the core Christian values, the liturgical calendar and key messages from the personal, social, health and citizenship curriculum explicitly. Children engaged well in the Key Stage 2 and class worship observed. The lilac field provided a beautiful restful space for large group worship. Children entered the space quietly and respectfully and fully engaged in the experience. Christian symbols are used to support worship and its context through artefacts and technology. The Bible is central to both worship and within each classroom.

There is always the opportunity for personal prayer throughout the day with a beautiful designated area in the lilac field being clearly identified for prayer and reflection. Children from all faiths value this space and say that they often use it and find it helpful. Some classrooms have areas for thought and reflection but this is inconsistent. Class worship provides the opportunity for children to be curious, question and share in a more personal setting. This is helping to build up their enquiry skills which transfer across the whole curriculum. Staff are developing their own confidence and skills to lead this aspect of the worship. Themes for worship are explored further within each class during Philosophy 4 Learning sessions and other personal, health, social and citizenship activities. Although there is some evidence of monitoring and evaluation of worship this will be developed to include a wide of

people from the worshipping community including the children themselves.

The effectiveness of religious education is satisfactory

RE has benefitted from effective, prioritised leadership over the last two years. They have refocused Pye Bank on the importance of delivering high quality RE regularly and now meet statutory requirements. The RE curriculum and the quality of teaching and learning in the subject has benefitted from clearly focused developments over this period of time. School has addressed the focus for development from the last inspection by appointing a curriculum leader and an RE governor; both offer many skills, experience and abilities. Formative assessment, monitoring and evaluation are in place but this, in the new assessment landscape is again a priority. Through the school's own self-evaluation the teaching of RE was identified as an area where staff lacked confidence. Senior leaders who are confident and highly skilled have supported this development by modelling lessons and working with colleagues. Although this work continues, it has proved to be highly effective and the records of the monitoring of lessons, children's work and the scrutiny of planning indicate that the majority of teaching and learning in RE is now good. The schools judgements are supported by the lesson observations and work scrutiny carried out during the inspection. The school follows the Sheffield Agreed Syllabus which is fully embedded. This is now going to be developed further through the adoption of 'Understanding Christianity'.

The RE curriculum is enhanced by an exciting variety of visits and visitors into school including theatre groups. The use of P4C for some children and themes across school within the wider curriculum covering themes such as Refugees, Me and My Community and Islamic Art support the learning in RE. The RE curriculum and its developing focus on enquiry based learning, encourages conversations for both adults and children making a significant contribution to the distinctive Christian character of the school.

The effectiveness of the leadership and management of the school as a church school is good

The head teacher clearly articulates her Christian vision for the school family and this is supported by the governing body and leadership team. Faith and the Christian distinctiveness of Pye Bank as a Church of England school runs through every part of the school's business and acts as its heartbeat. Leadership ensures the RE and worship in school meets statutory requirements and their self-assessment is thorough, accurate and informative. The head teacher, supported by the vicar and other leaders within the school and church have moved the school forward dramatically over recent years and months. Strong links with the church and the diocese have been crucial in developing the school as a truly distinctive Church of England primary school where the whole school community, representing many faiths and church groups, can comfortably worship and pray together. Together with supportive parents and faith communities barriers have been broken down.

School leaders and governors want children to do well and ensure there is sufficient resource to do so. Recently the school has been through a challenging time but even with all the pressures put upon them faith remains central.

School works closely with all partners including parents and the diocese. A high priority is given to the delivery and teaching of RE and staff receive ongoing professional development closely matched to their individual needs including subject knowledge and confidence.

Governors are actively involved in the life of the school. They have recently recruited new governors who are highly skilled and experienced with one already having been identified with the skills to support the developing of the RE provision.

The children have opportunities to influence leadership decisions and to lead themselves, for example through the school council and in the future to have a role in developing, delivering and monitoring worship. The pastoral care of the whole school family is rooted in Christian love. School works hard to ensure the links with parents are strong. They say they feel welcome and comfortable to approach staff with any concerns. Parents said that school's Christian ethos underpin this. All members of the school family are overwhelmingly positive about the school and its leaders and are proud to be part of it.

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