

# Phillimore Community Primary School

Phillimore Road, Darnall, Sheffield, South Yorkshire, S9 5EF

**Inspection dates** 2–3 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, managers and governors lead teaching well. The impact is seen in pupils' much improved achievement since the last inspection.
- The school was in the top two per cent nationally in 2011 for adding value to pupils' learning. Similar levels of achievement have been maintained in 2012.
- Pupils achieve well. They make good progress from their generally low starting points. The majority reach nationally expected levels in English and mathematics by the end of Year 6.
- Pupils make outstanding progress in the Nursery class and in Years 5 and 6 where teaching is often excellent.
- Members of the 'Inclusion team' are highly successful in ensuring that pupils have equal opportunities. Different cultural heritages and languages are celebrated.
- Pupils feel safe. They behave well in lessons and around the school. They are keen to learn and try their best.
- The school has very good relationships with parents. A large minority come into school regularly to work alongside their children.
- Governors know the school well. They know how to help it to improve further because they are well informed.

### It is not yet an outstanding school because

- Teaching is not yet outstanding across the school.
- Attainment in mathematics, especially in Years 1 to 4, is not as good as it should be.

## Information about this inspection

- The inspection team observed 26 lessons or parts of lessons. They heard pupils of different ages read.
- They had meetings with groups of pupils, staff and senior leaders. They also had meetings with representatives from the governing body and the local authority.
- The inspection team took account of parents' views on the on-line questionnaire (Parent View). They also met parents informally during the school day and watched parents reading and working alongside their children in lessons.

## Inspection team

Lesley Clark, Lead inspector	Additional Inspector
Joe Woodyatt	Additional Inspector
Derek Pattinson	Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average sized primary school.
- Most pupils come from minority ethnic groups. The majority are of Asian or Asian British heritage, with Pakistani being the largest group represented in school. A very small but increasing minority come from Gypsy Roma and Slovak backgrounds.
- About 75% of pupils do not have English as their home language.
- An above average proportion of pupils are at an early stage of learning to speak English as an additional language.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils are supported through school action plus or with a statement of special educational needs is high compared to national averages.
- The proportion of pupils known to be eligible for the pupil premium is high compared to the national average.
- Mobility is high compared to other schools, with approximately a third of pupils who join or leave the school at different points during the school year.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Share the excellent practice in the school to ensure that teaching is highly effective in all classes by:
  - substantially reducing the amount of time that pupils spend listening to adults in some classes
  - giving pupils more time to practise new skills without being over-directed by adults
  - providing tasks that are thought-provoking, flexible and excite pupils' curiosity
  - giving pupils more opportunities to make decisions, talk about their ideas and direct their own learning.
- Raise attainment in mathematics, especially in Years 1 to 4, by:
  - ensuring that levels of challenge are appropriate
  - making sure that marking in mathematics books gives pupils clear steps as to what to do next to improve their work
  - ensuring that pupils spend less time repeating what they know and understand, especially in number work, and move on to new learning more quickly.

## Inspection judgements

### The achievement of pupils

is good

- From generally low starting points, children make good progress in the Early Years Foundation Stage. They make outstanding progress in the Nursery class because they spend every moment learning new words through songs, rhymes, repetition, gestures and signs in the most natural way. Children's confidence, language, social and communication skills come on quickly as a result.
- Outdoor learning is a strength across the Early Years Foundation Stage. Children achieve well because activities are thought-provoking and spark their curiosity. For instance, Reception class children were engrossed in drawing round each other, comparing sizes, while others carefully adjusted open guttering to make sure that the red, soapy water flowed evenly to turn the water wheel at the end.
- Pupils achieve well in Years 1 to 6. Their progress accelerates in Years 5 and 6 because pupils have acquired a reasonable level of language and literacy to enable them to rise to their teachers' challengingly high expectations.
- Attainment is consistently higher in English than it is in mathematics in national tests, with a greater proportion reaching or exceeding the levels expected at the end of Years 2 and 6.
- Pupils write well. Older pupils use technical devices such as rhetorical questions or ellipsis to enliven their writing and demonstrate that they know how to use different punctuation.
- The large majority of pupils read competently for their age. Pupils make good progress overall. More-able readers make exceptionally good progress in Year 6 because they read challenging texts and learn how to deduce information. As one explained, 'It's like a secret sub-text.'
- Pupils make steady progress in mathematics in Years 1 to 4. However, they spend too much time consolidating their learning. For example, pupils' books show that typically, they complete lengthy, repetitive exercises. For some, this is too easy and for others, impossibly difficult. In Years 5 and 6, pupils make rapid progress in mathematics. This is because they learn new skills, practise applying them and then move swiftly on to the next challenge.
- The school promotes equality of opportunity and tackles discrimination exceptionally well. New learners of English and those new to the school quickly catch up because the school makes good provision for individual learning needs.
- Pupils from Gypsy Roma and Slovak backgrounds make good progress. The school forges strong links with these communities so parents know what to do to support their children's learning.
- Pupils known to be eligible for the pupil premium make good progress across the school. This is also true of Pakistani pupils. Both these groups of pupils outperform similar groups nationally. This is because the school identifies their needs early on and targets suitable resources. For example, the school tackled quiet Pakistani girls' lower achievement in mathematics through mathematics tutor groups, designed to develop their confidence which included asking and answering questions.
- Disabled pupils and pupils with special educational needs make good progress. They have support in lessons and extra help when they need it. Those who are supported at school action plus make especially good progress because they have precise, achievable targets that are checked rigorously.

### The quality of teaching

is good

- In all classes, teachers have good relationships with their pupils and manage behaviour well. They use praise and encouragement appropriately and consistently to promote pupils' self-esteem and raise their aspirations. Staff use interactive technology and practical resources well to make teaching points clear.
- Teaching assistants are used well throughout the school to help different groups of pupils to

learn. Pupils commented, 'Our school helps pupils who can do things easily as well as those who struggle.'

- Excellent features include the use of visual stimuli and discrete use of pupils' home languages to enable pupils who are new to learning English to progress rapidly. In four weeks, for example, these pupils moved from having no English to having sufficient to communicate so they could start learning alongside others.
- In the best lessons, pupils learn and practise new skills, testing each other and striving to beat personal targets. Adults ask probing, open-ended questions that deepen pupils' understanding. They do not over-direct but give pupils ample time to talk about their ideas and decide for themselves how to tackle interesting, relevant and thought-provoking tasks.
- In less successful lessons, teachers spend too long talking, especially at the start of lessons. This reduces the amount of time that pupils have to work independently. Opportunities are missed for pupils to share ideas or to decide when to move on to more challenging work when they feel they are ready. Activities tend to be inflexible because they are driven by worksheets.
- In English, marking is very effective because teachers consistently use 'two stars and a wish' to encourage pupils and indicate what they need to do to improve their work. In Years 5 and 6, pupils mirror their teachers' high expectations when they use similar systems to check their work, commenting, for example, on 'handwriting and the use of rhyming couplets.'
- Marking in mathematics does not always give pupils clear steps as to how to improve their work.

### **The behaviour and safety of pupils are good**

- Pupils have good attitudes to learning. They listen attentively in lessons, only becoming restless if they have to listen for too long. They work hard.
- Pupils play a full part in their school community, willingly taking on roles such as councillors, 'playground friends' or as 'Guards of Honour' to represent their school. They are proud of their school.
- Pupils celebrate their different cultural heritages and home languages. Equally, they all enjoy being new learners of Spanish because then they all start at the same level. Pupils' spiritual, moral, social and cultural development is good, reflecting their curiosity and interest in diverse communities.
- Parents, staff and pupils express very few concerns about behaviour. Pupils are well aware of the different types of bullying, including cyber-bullying. They say that they do have disagreements but there is no real bullying and if there were any they are confident that adults would help them to sort it out. They know about rewards and consequences. They are adamant that nobody calls each other 'gay' and that racist incidents are very rare.
- The school's records show clear improvement of pupils' behaviour over time. Pupils understand how to keep themselves safe. There are no exclusions. The school keeps detailed records of any infringements, no matter how minor. This contributes to pupils feeling safe in school.
- Punctuality and attendance have improved steadily over time. Attendance is now close to the national average, reflecting pupils' keenness to come to school. Days such as 'Read more at Phillimore' give parents a genuine insight, when they read or work alongside their children, into their children's behaviour and the importance of attending regularly.

### **The leadership and management are good**

- Leaders and managers place considerable emphasis on improving pupils' academic performance. They use data very effectively to check pupils' progress and to target resources, including the pupil premium funding. An example of impact is the strong performance of Pakistani pupils and those known to be eligible for the pupil premium compared to similar groups nationally.

- Actions to strengthen the leadership team since the last inspection have also impacted significantly on pupils' achievement overall. The 'Inclusion team' for instance has ensured that new learners of English, pupils with special educational needs or those who arrive part way through the year get the specialist help they need in order to catch up. The impact is seen in the high amount of value the school adds to pupils' learning.
- Senior leaders are setting progressively more challenging targets as they strive to raise attainment in English and mathematics further each year. Performance management is robust and used to help drive up standards through increasing staff accountability for pupils' progress. Targets are precise, achievable and measurable.
- Middle leaders play a key role in school. They, as well as senior leaders, are involved in checking teaching and learning and suggesting where improvements should be made. Staff work in year group teams so experienced and less experienced staff support each other in terms of planning and delivering lessons.
- Senior leaders lead teaching well and as a result it has strengthened since the last inspection. They identify less strong aspects of teaching, carry out regular checks, and give suitable support to ensure that pupils make good progress most of the time.
- Senior leaders introduced the 'children's University' to raise pupils' aspirations and enrich the curriculum. As well as extending pupils' educational experience through clubs as diverse as knitting and create your own country, pupils confirm that 'learning journeys', which they complete at home, make learning relevant.
- The school's self-evaluation is accurate. The local authority gives light touch support to this good school.
- **The governance of the school:**
  - Is given comprehensive information in the headteacher's regular reports.
  - Is well-informed and makes sensible decisions from this very sound basis.
  - Comes into school regularly, asks questions, seeks information and takes effective action.
  - Has an appreciable impact on school improvement as a result.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107075
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	400884

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dauida Howard
<b>Headteacher</b>	Angela Wild
<b>Date of previous school inspection</b>	April 2010
<b>Telephone number</b>	0114 2494036
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