

Pipworth Community Primary School

Pipworth Road, Sheffield, South Yorkshire, S2 1AA

Inspection dates 4–5 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils in each of the key stages make good progress from their starting points and some groups reach or exceed national standards, for example in mathematics.
- New arrivals at the school are welcomed and make good progress because of good teaching and good support.
- Teachers and support staff create a positive climate in their classrooms so that pupils become confident learners.
- Equal opportunities are promoted well.
- Behaviour in lessons is consistently good, as is the promotion of spiritual, moral, social and cultural development.
- The inspirational executive headteacher and head of school combine very well to develop the leadership skills of staff both within the school and in local schools.
- Governors are knowledgeable and hold the leaders to account through their regular checks on the progress of different groups of pupils and the quality of teaching which has contributed positively to sustained improvements in teaching and learning.

It is not yet an outstanding school because

- Pupils do not always know how much they have achieved and what they need to do to improve their work.
- Occasionally, tasks and activities are not hard enough and do not stretch pupils fully, especially the most-able.

Information about this inspection

- Inspectors observed a total of 27 lessons during the inspection. One lesson was observed jointly with the head of school. Two of these lessons were interventions in support of pupils with reading or specific learning difficulties. There were 21 teachers and one teaching assistant observed in total.
- Meetings were held with the executive headteacher and the senior leadership team, middle leaders, other teachers, pupils, the Chair of Governors and five other governors. A meeting was also held with a local authority representative.
- Inspectors took account of 13 responses to the staff questionnaire and 17 responses to the on-line questionnaire for parents (Parent View). One inspector met with a group of six parents.
- Inspectors listened to pupils read both within and out of lessons. They observed pupils in lessons, during an assembly, morning and lunchtime breaks, lunchtime and on the corridors.
- They observed the school’s work and considered a range of documents, including the school’s report on how the school is performing, the school development plan, governing body documents and school policies, for example, in relation to behaviour and safeguarding.

Inspection team

John Ashley Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

Juliet Demster

Additional Inspector

Full report

Information about this school

- Pipworth Community Primary School is larger than the average sized primary school.
- The proportion of pupils supported at school action is above average as are the proportions at school action plus or with a statement of special educational needs.
- The proportion of pupils from minority ethnic backgrounds is well above average, especially from White Eastern European backgrounds.
- There is a much higher than average proportion of pupils that arrive or depart from the school at different times during the school year. The stability of the school population is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The school meets the current government floor standards, which are the minimum standards for pupils' attainment and progress.
- There have been a number of changes since the last inspection which have included two teachers leaving over the past year and two teachers currently on maternity leave.
- The executive headteacher spends equal amounts of time in this school and at another local primary school. She is on the local authority steering group to address provision for the increasing number of new arrivals into the authority.
- The school plays an active role in the Sheffield South East Learning Partnership (SSLEP).

What does the school need to do to improve further?

- Further improve the quality of learning so that pupils reach higher standards, particularly the most-able, by:
 - ensuring that tasks and activities fully challenge all pupils to do their very best, including the most-able
 - ensuring that pupils know what they have achieved and what they need to do to attain higher levels in their work
 - ensuring that pupils apply the advice given in teachers' marking so as to learn from their mistakes.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery with skills and knowledge well below the expected levels for their age. They make rapid progress in all areas from their starting points, although they enter Key Stage 1 at below national levels, particularly in language and literacy. When they leave at the end of Year 6, all groups, including new arrivals from different minority ethnic groups and whose first language is not, or believed not to be English (EAL), have made good progress, some exceeding national expectations. Pupils who remain at the school for two years and over reach levels broadly in line with national expectations by the end of Year 6 in all subjects. In 2013 lower-ability groups exceeded national expectations for attainment in mathematics at the end of Key Stage 2.
- In the Early Years Foundation Stage, children quickly settle into classroom routines and learn to socialise and play well together. Equality of opportunities are evident, for example when different groups, including EAL pupils, happily practise and learn their letters and sounds or work in pairs talking about their 'lego' models.
- Pupils read regularly and make good use of their developing skills in sounding out letter blends to read new words. Older pupils develop further skills of reading with expression or predicting what might happen next in a story. While the proportion of pupils reaching the expected standard in the Year 1 letters and sounds check (phonics) was below national expectations, progress in reading from their starting points was good.
- Good progress continues throughout Key Stage 1 because work is usually suitable for the different ability groups. For example, pupils develop an understanding of telling the time by matching hands on a clock to digital displays. The most-able pupils rise to the challenge of solving written time problems while EAL pupils are able to access this work fully and make progress because they receive additional help.
- Less-able pupils in the younger Key Stage 2 classes develop their understanding well. For example, they use equipment such as counting cubes and large worksheets with visual clues to help them to work with numbers in tens and units and explain their answers when adding two numbers together. Older pupils develop their independent writing skills through interesting themes such as planning an eye witness account of a traffic accident. EAL pupils confidently use a bank of words to help them to complete the same task.
- Disabled pupils and those who have special educational needs make good progress and they exceed national expectations for this group in reading, writing and mathematics. Although EAL pupils who are disabled or have special educational needs do not always reach national expectations, they do well and make good progress.
- By the end of Year 6, pupils who are supported through the pupil premium funding exceed the standards reached by their peers in school by about one and a half terms in writing, have closed the gap in mathematics, but are behind in reading by about 4 terms. They match national levels in mathematics and writing, but are below national expectations in reading and spelling, punctuation and grammar by four terms.

The quality of teaching is good

- School leaders ensure that new arrivals to the school are quickly assessed by a teacher who speaks their home language. Teaching and support plans are then shared with all staff. The school's special educational needs coordinators also share their assessments with colleagues to help them to plan work for pupils. Where pupils make rapid progress, this information is used well to provide the right levels of challenge in all subjects for all groups of pupils. Sometimes the most-able pupils are not sufficiently challenged, for example, when they are asked to complete simple calculation tasks.
- Children in the Early Years Foundation Stage regularly practise and improve their knowledge and

understanding of letters and sounds through short small-group sessions. Approaches and routines are consistently applied to meet the needs of all children. As a result, learning is at least good.

- Where learning is particularly strong, pupils know exactly how well they have done and what they have achieved. Pupils respond orally or in writing and quickly follow up suggested next steps to correct or improve their work. An example of this strong practice was observed in a lower Key Stage 2 mathematics lesson on place value. Occasionally, pupils clearly do not follow up teacher comments so that learning and progress are not as rapid, particularly for the most-able pupils.
- Good learning takes place when the needs of all pupils are taken into account within the teachers' planning. Questioning and sensitively produced resources alongside skilled deployment of teaching assistants lead to all pupils having equal opportunities to achieve and make good progress. During a lesson on estimating and calculating angles, the most-able pupils worked alone in calculating harder tasks, while EAL pupils were helped to reinforce their understanding of mathematical terms.
- The teaching of physical education (PE) is improving because additional funding has been used well to develop teachers' practice in this subject.

The behaviour and safety of pupils are good

- The behaviour of pupils and their engagement during lessons is consistently good. They are polite and respectful to visitors, for example, holding open the door or guiding them to staff or classrooms around the building.
- The school is very inclusive and new pupils who regularly arrive at different times throughout the year are warmly welcomed by all staff and pupils. This is a clear indication of the strong spiritual, social, cultural and moral development of pupils promoted by school leaders and staff.
- Over time, there have been very few fixed-term exclusions. There has only been one permanent exclusion over the past year. Any incidents are recorded systematically and followed up by relevant staff and with parents, if required.
- Attendance over time has improved to be almost in line with the national average. Attendance figures have been affected by regular new arrivals alongside departures. Case study examples show how well staff at the school have worked with families to encourage improved attendance and punctuality.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements are in place and pupils say they feel safe in school and that there are only a few incidents relating to bullying or name-calling. Midday supervisors say that there are squabbles on the yard at lunchtimes, but the vast majority of parents have very positive views about how the school deals with any issues that arise and the vast majority of parents would recommend the school to others.
- Pupils take responsibility for their safety and that of others around the school and contribute well to ensuring that the school environment is free from litter and graffiti. They say that, 'It is sad when you have to leave a school that you love!'

The leadership and management are good

- The executive headteacher in partnership with the head of school inspire middle leaders and staff to face many challenges in order to provide high aspirations and a clear direction for the school. The local authority has ensured that the executive headteacher regularly participates in future strategic planning for how the school will develop in the context of the local community.
- The school's analysis of its strengths and weaknesses and the related school development plan are thorough and comprehensive. Importantly, their contents are shared and agreed with all relevant parties, including the governing body.

- There are good systems in place to check the quality of teaching and learning. These link to the school's performance management procedures and the nationally agreed Teachers' Standards.
- The school's curriculum is well planned and overseen by a curriculum leader who takes pupils' views into account. 'Special days' motivate them to develop their skills in using information and communication technology (ICT), engage in film-making and 'blogging'. History topics, for example, relating to the Second World War, promote reading, writing and communication skills whilst PE, music and after-school clubs are enjoyed by a wide range of pupils.
- The primary school sport funding is used well to promote better physical well-being and improve pupils' skills. Additional external coaching is already improving the quality of teaching in PE.
- School leaders are having a wider positive impact through strong partnership-working with its link school and within the Sheffield South East Learning Partnership.
- Safeguarding arrangements at the school fully meet statutory requirements.
- **The governance of the school:**
 - Governors are well-informed and knowledgeable. Sub-committees regularly meet about particular aspects of the school's work, such as finance, and report back to full governors' meetings. Governors ask challenging questions about the progress of new arrivals at the school and make decisions about teachers' applications for increased pay awards. They monitor the quality of teaching through first-hand observations and informative headteacher reports. They manage the school's finances very well, including the use of pupil premium funding and for primary school sport. They know that pupils that benefit from pupil premium funding reach higher standards overall than their classmates in mathematics, reading and writing by three terms. Governors fully promote equal opportunities through their review of curriculum and other policies and practices.

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

Unique reference number	134751
Local authority	Sheffield
Inspection number	432073

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	The governing body
Chair	Mike Allen
Headteacher	Julie Storey
Date of previous school inspection	1 April 2009
Telephone number	0114 239 1078
Fax number	0114 239 1989
Email address	headteacher@pipworth-cps.sheffield.sch.uk

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