

Inspection of Phillimore Community Primary School

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

Inspection dates: 22 and 23 February 2023

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 Good

What is it like to attend this school?

Phillimore Community Primary School is a safe, friendly school where pupils learn well. Staff have high expectations for how pupils behave and what they can achieve. Pupils usually engage well in lessons and enjoy learning. Bullying is very rare. Staff respond quickly and effectively to concerns about bullying.

Children in the early years have a stimulating and supportive environment in which to learn and play. Most children learn to read quickly. Pupils with special educational needs and/or disabilities (SEND) receive an effective education in a nurturing setting. They play a full role in the life of the school. For example, pupils with SEND play boccia, a paralympic sport that everyone can enjoy, in school. Pupils who speak English as an additional language (EAL) are supported well through interventions, such as pre-teaching new vocabulary and in-class help, where needed.

There is a range of clubs available to pupils. This includes cheerleading, circus skills and gardening. The school has a well-deserved, excellent reputation for sports and physical education. Leaders are keen to expand their offer of clubs and wider educational experiences, particularly at key stage 1. A range of educational visits helps staff to introduce pupils to aspects of the planned curriculum. For example, some visits are designed to immerse pupils within a historical period, which they go on to study further in the classroom.

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

The curriculum is well planned. Subject leaders sequence learning so that pupils revisit important knowledge. For Years 1 to 6, leaders have carefully identified the most important knowledge and skills that pupils should remember. Staff understand the small steps pupils need to take to develop and secure their learning. Teachers address misconceptions well. In some subjects, the extent to which pupils remember the taught curriculum is inconsistent. For example, in mathematics, teachers do not consistently check pupils' understanding. They sometimes move on to new learning too soon. Pupils do not have sufficient time to grasp concepts and practise processes.

Pupils with SEND are supported extremely well. Staff are highly knowledgeable. They know how to support and challenge all pupils to achieve their best. Some pupils with complex needs attend 'Gruffalo', a room in school where they receive specialist support. This support is very effective.

Pupils' attitudes to learning are positive. Lessons are purposeful. Disruption to lessons is rare. Teachers address off-task behaviour quickly and effectively. At social times, pupils play well together. There is a range of activities on offer, such as skipping and football.

In the early years, children are happy and safe. Children generally play well together. Staff interact with children thoughtfully and deliberately develop children's vocabulary. Curriculum planning covers all the areas of learning that young children need, such as communication and social skills. However, leaders' planning sometimes lacks sufficient detail, especially in Nursery. This planning is not clear enough about what children should learn and when. This means there are some gaps in children's knowledge.

Staff are well trained in early reading instruction. Most pupils learn to read quickly. If a pupil needs extra support, they access well-run interventions to help them keep up.

Some pupils do not attend school regularly enough. These pupils are not making the progress of which they are capable. Leaders have begun to address this important issue. There is a range of strategies in place, including regular contact with families. Some strategies are new and therefore have not had an impact. Leadership at all levels is committed to ensuring that pupils attend well.

The curriculum for pupils' personal, social and health education is highly effective. Pupils are well prepared for life in modern Britain. They learn about other faiths and cultures. They value and respect people from different backgrounds. Shared values such as respect and equality are embedded. Pupils learn to communicate well with one another. This is particularly strong in key stage 2. Pupils discuss topics, such as managing friendships, with maturity. They remember their learning well.

Governors and trustees have clear priorities for the school. They support and challenge school leaders well. Governors monitor actions and interventions, such as the tutoring programme, to make sure that they are effective. Staff receive opportunities for appropriate training in, for example, curriculum design. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are experienced in their roles. They know pupils and their families well. Pupils feel safe and supported. They have trusted adults in school to talk to. Staff report any concerns about pupil well-being to leaders. Leaders take concerns seriously and act quickly. They involve other agencies, such as local authority children's services, where necessary. Pupils are taught about how to stay safe in the community and online. They learn about mental health and managing feelings.

Leaders carry out checks to ensure staff and visitors are safe to be around children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, the curriculum lacks sufficient detail about what children should learn and when. Children do not get the most out of some activities because staff are not clear enough about what the main learning should be. Leaders should ensure that planning makes purposes and end points clear and that it prepares pupils, especially children in Nursery, well for their next stage.
- In some subjects, assessment does not enable staff to check pupils' understanding securely enough. Staff sometimes move on to new learning before pupils are ready. Leaders should ensure that assessment enables staff to identify gaps and/or the next stage in pupils' learning.

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.

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	143798
Local authority	Sheffield
Inspection number	10241061
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	442
Appropriate authority	The governing body
Chair of governing body	Lydia Moyo
Headteacher	Gillian Briggs
Website	phillimoreprimary.school
Date of previous inspection	16 and 17 October 2019, under section 8 of the Education Act 2005

Information about this school

- The number of pupils who speak EAL at the school is well above average.
- The school makes use of one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded 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.
- The lead inspector held several meetings with the headteacher during the inspection.
- The lead inspector met with two governors, two trustees and a representative of the chief executive officer.

- Deep dives were carried out in these subjects: early reading, mathematics, geography, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils, formally and informally, about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- Safeguarding documentation and records for behaviour and attendance were checked.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire and the responses to Ofsted's pupil questionnaire.

Inspection team

Zoe Helman, lead inspector	His Majesty's Inspector
Mel Garlick	Ofsted Inspector
David Harrison	Ofsted Inspector
Sarah Gordon	His Majesty's Inspector

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