

# Inspection of Pipworth Community Primary School

Pipworth Road, Sheffield, South Yorkshire S2 1AA

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Inspection dates: 5 and 6 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pipworth Community Primary School has high expectations and aspirations for all pupils. These are realised. Positive relationships are central to everything at the school. Adults are nurturing. They model respectful interactions and communication. This is effective. Pupils reflect these qualities when communicating with their peers.

Pupils are safe. They behave well in class and at breaktimes. Relationships between adults and pupils are respectful and strong. Adults address pupils' concerns sensitively and quickly.

The school values pupils' opinions and canvases their ideas regularly about how to improve the school. The school acts on this information. This has led to bespoke, extra-curricular clubs taking place. These include dance and girls' football. These clubs are valued by the pupils. They give pupils the opportunity to pursue their interests and develop their skills.

Pupils benefit from a range of educational visits. These are carefully considered. They link closely to the curriculum. For example, pupils explore the local area to look at physical features of the landscape. These opportunities support pupils' understanding well. They give learning purpose and support pupils' engagement and interest.

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

The school has a sharp focus on reading. Staff access appropriate training. This ensures that teaching is accurate and consistent across the school. The school regularly identifies what the pupils know and remember. This is used effectively to make sure lessons are well matched to the learning needs of pupils. Pupils who fall behind access additional phonics sessions. These are tightly focused and effective. As a result, these pupils quickly catch up with their peers. Pupils practise what they learn by reading books that include the sounds they know. This successfully supports their reading accuracy and confidence. Pupils have positive attitudes towards reading. As pupils progress through school, their positive attitudes develop further. Pupils develop increasing fluency and begin to read for pleasure.

The school has high aspirations for all pupils. This is evident in the clearly sequenced, inclusive and ambitious curriculum. The school has considered the most important information it wants all pupils to learn. This is highly effective in some curriculum subjects, for example in mathematics. In others, it does not support the pupils to build their understanding over time. In these subjects, the amount of knowledge to be learned is overwhelming. At times, pupils struggle to remember the volume of knowledge. They are unable to make clear links between their knowledge and understanding in one subject with other subjects.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school is thorough and timely in identifying pupils' needs. Staff engage with

external experts, parents and carers well. This ensures that pupils get the support they need. Adjustments are evident in lessons. These align with the needs of individual pupils. The school supports pupils with SEND well to achieve their individual targets.

The early years is a strength of the school. The school ensures that activities undertaken by children successfully support their development. There is a clear focus on communication and language. Adults extend the children's understanding of new words. They model this vocabulary clearly and effectively. Children use this new vocabulary accurately when accessing learning activities.

Pupils learn about online safety successfully. They are clear about how to keep themselves safe. They know what to do, and who to talk to, if they have any concerns. Pupils learn about fundamental British values thoroughly. This involves a range of visitors and assemblies. This is effective. Pupils are respectful of others. They embody democracy when working together and discussing their opinions.

Leaders in the school value the staff team. They support staff to fulfil their responsibilities. The school provides access to training. It ensures that staff get the time to check on the implementation of their subject area. Staff appreciate and value this consideration for their welfare and well-being.

Governors are actively involved in the school. They take their responsibilities seriously and challenge and support leaders in equal measure. They access appropriate training, are well informed and fulfil their statutory duties.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the curriculum is overloaded with key knowledge for pupils to learn in each year group. This means pupils struggle to remember their prior knowledge in detail. The school should review what knowledge should be taught and when so that pupils develop detailed understanding over time.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	134751
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10297345
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Craig Malkin
<b>Headteacher</b>	Helen Kenyon
<b>Website</b>	<a href="http://www.pipworthprimary.co.uk">www.pipworthprimary.co.uk</a>
<b>Dates of previous inspection</b>	9 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The school makes use of an alternative provision.
- The school runs a breakfast club.
- The current headteacher took up post in September 2021.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in the team's evaluation of the school.
- During the inspection, inspectors met with the headteacher, deputy headteacher and members of the senior leadership team.

- During the inspection, inspectors met with representatives of the governing body and a representative of the local authority.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also considered the responses to Ofsted's staff and pupil surveys. The inspectors spoke with parents to gather their views and opinions about the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour around school and in lessons. They spoke with pupils to gather their views about behaviour and safeguarding in the school.

### **Inspection team**

Andrew Yeomans, lead inspector	Ofsted Inspector
David Taylor	Ofsted Inspector
Melissa Milner	Ofsted Inspector

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