



# Phillimore Community Primary School

## Inspection Report

**Unique Reference Number** 107075  
**Local Authority** Sheffield  
**Inspection number** 287704  
**Inspection dates** 13–14 September 2006  
**Reporting inspector** Jeffery Plumb

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

<b>Type of school</b>	Primary	<b>School address</b>	Phillimore Road
<b>School category</b>	Community		Darnall, Sheffield
<b>Age range of pupils</b>	3–11		South Yorkshire S9 5EF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 2494036
<b>Number on roll (school)</b>	423	<b>Fax number</b>	0114 2617145
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Barbara Walsh
		<b>Headteacher</b>	Ms Angela Wild
<b>Date of previous school inspection</b>	3 December 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is situated in a community which presents a wide range of challenges. Recently, there has been an influx of families into the community who speak Eastern European languages. The proportion of minority ethnic pupils is well above the national average. Many children join the school part way through the school year, often with little or no use of the English language. A very high number of children are at an early stage of learning to speak English. The proportion of children eligible for free school meals is exceptionally high. The number of pupils with learning difficulties and/or disabilities is well above the national average. Attainment on entry to the Nursery is well below that expected nationally. The school is working towards the Healthy Schools Award and the Inclusion Kitemark. It has a relatively new senior management team.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory but improving school. Innovative actions taken by a clear thinking, decisive headteacher have helped raise standards although they should still be higher. While standards in English, mathematics and science are below average for current Year 6 pupils, they are significantly better than those shown in recent national test results. Achievement is satisfactory. Creative initiatives skilfully implemented have improved writing for pupils with learning difficulties and/or disabilities. An imaginative project targeted at pupils with English as an additional language (EAL) has contributed successfully to the rapid gains they have made in speaking English. Other actions aimed at improving the quality of teaching in Key Stage 1 and raising standards further in science have not yet had time to demonstrate impact. Consequently, the capacity for improvement is satisfactory.

Personal development for children in the Foundation Stage is good. Throughout the rest of the school it is satisfactory. Attitudes to learning and behaviour are satisfactory. Attendance is well below average and is not high enough because a significant minority of pupils take extended holidays in term time. These gaps in their education cause them to regress in their acquisition of the English language.

The quality of teaching is satisfactory. There are pockets of good teaching but there is also some inadequate teaching, when pupils are not provided with work that meets their learning needs. The curriculum is satisfactory with some good features. It successfully develops pupils' fitness and raises their awareness of cultural diversity well. The quality of care, support and guidance is good. A vitally important ingredient is the meticulous tracking of pupils' progress and the subsequent intervention to support pupils who are struggling with their work. This contributes well to raising standards.

The senior management team is skilful at identifying the challenges presented by the community it serves. 'Thinking outside the box' results in well considered actions to tackle issues such as a significant number of pupils joining the school in different year groups with little or no use of the English language. The headteacher has evaluated the strengths and weaknesses of the school accurately and shows great determination to raise achievement. Her vision and actions to raise standards are shared by a committed and hard working staff. There is a buzz of excitement amongst the staff about the plans to improve standards. They are delighted where their efforts have made a real difference, such as raising the achievement of White British pupils, who historically have not performed well enough, and increasing the number of pupils reaching the higher level in the national tests at the end of Year 6. But they are not complacent. Their focused target is to ensure that the current Year 6 reach standards in the 2007 national tests which are close to the national average. Improvement since the last inspection is satisfactory. The school provides satisfactory value for money.

### What the school should do to improve further

- Raise standards in English, mathematics and science by the end of Year 6.

- Ensure that all teaching provides pupils with work that matches their learning needs.
- Work with parents to improve attendance.

## **Achievement and standards**

### **Grade: 3**

Children enter the Nursery with very low standards. They make good progress but their ability to communicate in English and their mathematical skills are still low as they enter Year 1. Their personal and social skills are good. Progress is satisfactory overall in Key Stage 1 but weaknesses occur when pupils do not receive work that is well matched to their learning needs. Standards by Year 2 remain low. At Key Stage 2, pupils' progress is satisfactory overall. Rapid gains are made in Years 5 and 6 because of good teaching based on meticulous tracking of pupils' progress. Year 6 standards reflected in the national test results in 2005 and 2006 are well below average but a large proportion of pupils in these year groups had learning difficulties. Also, over 20% of these pupils joined the school late into their school life unable to speak English. Actions taken to raise standards are beginning to make a difference with the current Year 6 pupils whose levels, although not yet as expected, are much improved. They are achieving well in speaking English and in writing. Pupils with learning difficulties make satisfactory progress. An innovative project trialled with them in 2005/06 resulted in rapid gains in their writing.

## **Personal development and well-being**

### **Grade: 3**

Spiritual, moral, social and cultural development is satisfactory. Pupils' awareness of cultural diversity is stronger than their spiritual development. Social development is good, particularly in the Foundation Stage. Pupils speak with excitement about their involvement in an effective school council, for example, when they helped choose the colour of their school uniform. Pupils who attend regularly enjoy coming to school. The school works very hard to promote good attendance but the number and length of extended holidays taken by a significant minority of pupils during term time impedes their learning. Attitudes to learning are overwhelmingly positive when lessons are interesting and exciting but this is not consistent across the school. Pupils say, 'Our teachers sort out bullying quickly and we feel safe at school.' The school works diligently to encourage pupils to embrace a healthy and safe lifestyle.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. There are pockets of good teaching in the Foundation Stage and upper Key Stage 2 but some inadequate teaching in Key

Stage 1. Teaching in the Foundation Stage uses play experiences and fun activities well. Children are challenged constantly by the use of vivid language. Where teaching is good, learning support assistants are used effectively to support pupils with additional language and learning difficulties. Pupils know from the start of each lesson what they are expected to learn and teachers check progress by the end. This information is used to help plan subsequent lessons. The best teaching focuses on developing the language of pupils with EAL and makes good use of visual cues to support pupils' understanding of technical terms. Where teaching is inadequate, pupils sit too long not working and are not clear about what is expected of them because activities are not suitable.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with some good features. Planned well, it meets the needs of most pupils but not enough is done for those who are gifted and talented. Bilingual and culturally sensitive work supports pupils with EAL well. There is an excellent programme to help pupils with learning difficulties improve their writing. A dynamic physical education curriculum promotes fitness. Provision for personal, social and health education and citizenship is good. Good use is made of visits and visitors to enrich the curriculum. During the inspection, pupils were enthralled by a visitor dressed as a Tudor villager. The after-school clubs are enjoyed by the pupils and appreciated by their parents. These clubs make a valuable contribution to pupils learning new skills through music and sporting activities.

## **Care, guidance and support**

### **Grade: 2**

The school's evaluation of this area as satisfactory is modest. The inspection team judges it to be good because the pastoral and learning needs of every child are known and catered for. Parents are pleased with the care their children receive. One parent summed up the feeling of many when she said, 'I feel that I and my child belong to this school because we are part of one big family.' Teachers track pupils' progress rigorously and quickly identify any who are underachieving. Outside agencies are used effectively to support the most vulnerable children. Children under five are exceptionally well supported as they settle into school. Year 6 pupils are well prepared to move on to secondary school. All essential risk assessments are carried out thoroughly. The school is diligent about checking the suitability of all adults who work with the children. Child protection procedures are in place.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. All staff share the headteacher's vision and commitment to provide the highest possible achievement and care for all pupils. The newly structured leadership teams are already beginning to impact on raising standards but a number of systems put in place are so recent that their impact cannot

yet be measured. Early indicators suggest that they are carefully thought out and they bode well for the future.

Systems to check the school's performance are effective. Monitoring of teaching and learning has resulted in clear actions to manage change and bring about improvements in achievement for pupils. The priorities on the school improvement plan are clear and focus on raising achievement, but analysis of some issues causing concern is not always sufficiently sharp. For example, the impact of poor attendance by a small minority of pupils on their achievement has not been analysed to establish patterns and determine a strategy to reduce these instances of absence. Governors do what is expected of them in support of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the kind welcome you gave us as visitors. It was lovely to talk with you about what you enjoy about school and how you are doing in your work. We learnt so much from our visit.

What we most like about your school

- the way your teachers care for you
- the way so many of you are supported and helped to learn to speak English
- the clubs, which make your learning fun and exciting and help you to keep fit
- the hard work of your headteacher and her commitment to make sure you all reach the highest possible standards
- the way the school supports those of you who struggle with your work
- the good start children get in the Nursery and Reception classes
- the fact that standards are getting better.

What we have asked your school to do now

- raise standards in English, mathematics and science
- make sure that all teaching matches what you experience in your best lessons
- improve the attendance of those of you who are away from school for long periods of time.

Please work hard and ensure that you all attend regularly. Kindly help your hard working teachers to make your school a good one.