

# Pipworth Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	134751
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	328965
<b>Inspection dates</b>	1–2 April 2009
<b>Reporting inspector</b>	Andrew Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	377
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Allen
<b>Headteacher</b>	Miss Julie Storey
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Pipworth Road Sheffield South Yorkshire S2 1AA

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<b>Age group</b>	3–11
<b>Inspection dates</b>	1–2 April 2009
<b>Inspection number</b>	328965

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Pipworth Community Primary School opened in September 2007 following the amalgamation of an infant and a junior school. It is larger than average. The school serves an area of significant social and economic disadvantage. The percentage of pupils eligible for a free school meal is well above average. The proportion of pupils with learning difficulties and/or disabilities is also above average. Most pupils are from White British families with a small, but increasing number from minority ethnic backgrounds. This includes African-Caribbean, Asian and Eastern European pupils. A small percentage of pupils speak English as an additional language. The Early Years Foundation Stage comprises a Nursery and two Reception classes. The school has the Activemark and Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has several outstanding features as a result of the headteacher's drive and clarity of vision successfully engaging all the staff in raising standards. Pupils' achievement is good and they reach demanding targets because of the often inspirational curriculum and good quality of teaching. Their personal development is outstanding because of the high quality of care, guidance and support. The school is very inclusive. 'Every part of the school radiates warmth and happy feelings the minute you walk through the door' reflects the views of parents.

Children start the Early Years Foundation Stage with skills which are well below those expected for their age and exceptionally low in communication, language and mathematical development. They make good progress throughout the school and leave in Year 6 with standards which are below average. Their attainment is slightly higher in reading, mathematics and science than in writing. Pupils of all abilities, including those with learning difficulties and/or disabilities, achieve well because their progress is monitored carefully and nurtured.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. They become eager and enthusiastic learners who believe in their ability to succeed. They are polite and very well behaved. They have an outstanding understanding of the value of healthy living and take full advantage of many opportunities for physical activity and the healthy diets offered by the breakfast club and school meal services. They take many responsibilities and, through the school council, have a real influence on school life. Most pupils attend regularly. However, a small number of pupils arrive late too often and miss valuable lesson time at the start of the day.

Teaching and learning are good. They are sometimes outstanding. Teachers consistently plan lessons very well, making full use of their close monitoring of pupils' progress to set just the right level of challenge. Lessons are frequently very imaginative, making very good use of modern technologies. Only very occasionally does the fast pace slacken and teachers' ideas are not inspiring enough to promote a good quality of writing. Parents say that 'Teachers excel in encouraging creativity, making learning fun and also encouraging a sense of self-pride.'

The curriculum is outstanding. The sharply focused teaching of literacy and numeracy skills is woven effectively into creative and practical activities in all subjects. As a result, examples of high quality work in subjects such as art, history, information and communication technology, science and music are seen throughout the school. The provision for pupils with learning difficulties and/or disabilities is very effective and well trained teaching assistants make a valuable contribution to their learning. Pupils' learning is brought to life by the many visits and visitors and the excellent range of after school activities.

The care, guidance and support the school provides are outstanding. There are robust procedures to keep pupils safe and to teach them how to live healthily and free from dangers. Pastoral care is of very high quality, especially for vulnerable pupils and their parents, because of the excellent role of experienced learning mentors and the strong partnership with learning support specialists. This has a significant impact on allowing all pupils, including those with emotional and behavioural difficulties, to benefit from all the school offers. The school is very successful in involving pupils in assessing and improving their own work because of the accurate target-setting and good marking.

The calm and consistent guidance of the headteacher and her deputy has created a reflective and purposeful leadership team, influencing all aspects of the school's work positively. A strong

partnership with parents has led to rapid improvement in attendance and several aspects of pupils' performance since the school opened. The school's contribution to community cohesion is good. As well as building very strong links with the parents and local community, pupils are involved in a number of projects to link with schools in other communities and across the globe. Equality of opportunity is good because of the school's commitment to supporting the most vulnerable pupils and raising their expectations. The good governing body provides effective critical support and represents the local community well.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision for the Early Years Foundation Stage is good. It has outstanding elements. A strong team led by a highly-skilled nursery teacher and assistant headteacher know the children's needs very well and together they ensure that the children enjoy their first taste of school life thoroughly. Parents agree saying their children come on 'in leaps and bounds,' once they start the Nursery. From very low starting points, children make good progress and achieve well. The strong and successful focus on developing personal and social skills results in children who, though below expected levels for their age in most areas of learning, enter Year 1 with the skills needed to learn and play happily together. This represents outstanding progress in their personal development and well-being and supports children's next steps exceptionally well. Adults plan carefully together to provide lots of opportunities for adventurous play and for children to learn through investigation and exploration. The children are looked after extremely well and blossom because of the outstanding care and support they receive. This supports children's growing confidence and self-belief. As children say, 'We can learn anything!' Good leadership and management have identified the need to ensure outdoor learning matches the quality and range of activities indoors and a number of initiatives to improve basic skills are impacting positively on children's achievement. Despite the good progress children make, skills levels remain low by the end of Reception, particularly in reading, writing and calculating. Effective leadership ensures rigorous assessment and monitoring to support children's next steps in their learning.

### **What the school should do to improve further**

- Raise standards, particularly in writing.
- Improve pupils' punctuality.

## **Achievement and standards**

### **Grade: 2**

Pupils enter Year 1 with skills which are well below average. From their individual starting points pupils make good progress throughout school. By Year 2, standards are closer to, although still well below, average and by Year 6 they are below average. Despite good improvements over the past year, pupils' writing skills lag slightly behind other skills. Pupils' achievement at all stages and for all levels of ability is improving rapidly because of the very good sharing of best practice in teaching and the sharp use of procedures to monitor pupils' progress continuously. The exceptional care and academic guidance given to pupils with learning difficulties and or/disabilities mean that they meet their goals and are well equipped for later learning. Pupils who speak English as an additional language make good progress because of the broad curriculum and teaching tailored well to their needs. The more able pupils also make good progress towards their targets. Pupils say 'In this school we try our best to reach our goals.'

## Personal development and well-being

### Grade: 1

Pupils' highly positive attitudes and good behaviour contribute very well to their learning. Pupils enjoy school thoroughly because, in their own words, 'There is so much to do.' Pupils have very firm views on what constitutes a healthy, balanced diet and how they can achieve it through school activities. There are many opportunities for pupils to take responsibility in and around school and they always rise to the challenge. Pupils feel safe and valued. They have a very good idea of the dangers of the internet, for example, and know precisely how to take risks appropriately on climbing apparatus in physical education without putting themselves or others in danger. The school meets its targets for attendance and many parents typically comment that 'Our children really look forward to coming to school.' Some pupils have difficulty in getting to school on time and unaccompanied. Pupils' spiritual, moral, social and cultural development is excellent. The pupils have enormous tolerance and understanding of different cultures and faiths. They are inspired by the work and ideas they see around them and also by very motivating assemblies. Pupils are well-prepared for future learning because of their knowledge of their own learning and the life skills they have acquired.

## Quality of provision

### Teaching and learning

#### Grade: 2

All lessons seen during the inspection were good or outstanding. Relationships in lessons are excellent and this allows pupils to undertake many practical, hands-on games and activities without any disruption. Lessons are planned very well using information from the detailed tracking of pupils' achievement as the basis for setting challenging work for all abilities. Skilful questioning enables teachers to determine how well pupils are learning and whether they require further help to make even better progress. Very well-trained teaching assistants provide closely focused support in lessons for pupils of all abilities and well-planned literacy and numeracy programmes for low-attaining pupils. Teachers' expectations of the pupils are high, which leaves pupils in no doubt about the standard of work for which they are aiming. Teachers make very good use of electronic whiteboards and other technology to motivate pupils and make learning fun. Very occasionally, teachers' presentations concentrate too much on the skills of writing and not enough on providing the inspiration for good ideas that promote good writing. The marking of pupils' work is thorough and every effort is made to help pupils know how well they are doing and what they need to do next.

### Curriculum and other activities

#### Grade: 1

The curriculum is rich, varied and stimulating. It raises pupils' confidence and enhances their ideas because of the many chances provided for them to apply their learning and solve problems. 'We love doing different things, going on visits and having visitors in' is typical of pupils' views. Exciting projects introduce pupils to modern foreign languages and give them experiences of the world of enterprise and finance. Excellent use is made of computers, especially in digital photography and making animations, to encourage pupils to work independently and record their achievements. Sharply-focused literacy and numeracy activities are carefully woven into all subjects and complement basic skills lessons. An exciting project to develop all aspects of learning through creativity has led to some exceptional art work. Excellent provision is made

for pupils' personal development, especially for pupils with emotional and learning difficulties and/or disabilities and those who speak English as an additional language. There is a wide range of after-school activities to develop sporting, musical and other interests and these are well-attended by all groups of pupils.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding because the highest quality of pastoral care is matched to detailed academic guidance and well-targeted support. Parents are overwhelming in their praise for 'The real help and support that our children receive.' The assistant headteacher leads a dedicated team of key support staff who ensure that no pupil is left insecure or unhappy in school. In doing this, the team commands a range of skills from counselling and anger management to supporting specific learning difficulties such as dyslexia. Safeguarding meets current government requirements. Robust steps are taken to improve attendance and to help families realise the impact that missing a short time at the start of the day has on pupils' achievement. Procedures to ensure that all pupils know what they are aiming for and what they need to do next to improve their work are outstanding. The staff make excellent use of regular observations, information from parents and rigorous assessment to guide pupils successfully in their learning.

## **Leadership and management**

### **Grade: 2**

Governors are supportive and have played a key role in establishing the direction the school has taken since it opened. The headteacher's vision for providing enriched and stimulating learning experiences is leading to high quality provision and outcomes in many aspects of the school's work. She has built a strong culture where all adults feel they have an essential role to support all pupils to achieve their full potential. As a result all the staff are developing the skills to monitor and evaluate the school's provision and take increasingly effective leadership roles. Self-evaluation is accurate. Arrangements to promote equality of opportunity are good. The school has a central role in the community and is developing pupils' involvement in the wider world through Fair Trade initiatives and internet links with other countries. Above all, the school is driving forward improvement for the benefit of all its pupils. The school has good capacity for further improvement.

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**Annex A**

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome my team and I received when we visited your school this week. We were all impressed by your friendly politeness and the good work that we saw.

Your achievement is good because you work hard to meet your goals. Standards, particularly in writing, are not quite as high as they could be. You have an outstanding knowledge of how to live a healthy life and take full part in team games and other physical activities. I feel that you are also very appreciative of people with different beliefs and from different cultures to your own. You clearly enjoy taking responsibilities through the school council or helping in the classroom and at lunchtimes. Most of you attend regularly but some pupils arrive too late and miss the start of lessons. You are well prepared for starting secondary school.

I think you make good progress in your work. This is because the teaching in your school is good and sometimes outstanding and all the adults support you very well with your work. You have a good idea of how to improve your own work and you try to do that. The many visits you make and the visitors to your school such as for art, history and music make learning very exciting. You learn how to make decisions and solve problems in your learning.

Overall, your school takes excellent care of you and provides you with a good standard of education. This is because the headteacher leads the school well and inspires her staff and all of you to do your best. We have asked the school to help you reach even higher levels in your work, especially in writing, and to encourage everyone to arrive on time so they do not miss out on their learning.