

Phillimore Community Primary School

Inspection report

Unique Reference Number	107075
Local Authority	Sheffield
Inspection number	336804
Inspection dates	28–29 April 2010
Reporting inspector	David Carter HMI

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	423
Appropriate authority	The governing body
Chair	Ms Barbara Walsh
Headteacher	Mrs Angela Wild
Date of previous school inspection	13 September 2006
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 17 lessons and observed 16 teachers. They observed the school's work and looked at the school's analysis of pupils' progress, records of governors' meetings, development planning and monitoring, local authority reports and a range of policies and procedures. They also analysed 63 questionnaires returned from parents and carers alongside questionnaires returned from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by different groups of pupils, in particular those of White British heritage
- the effectiveness of the curriculum in extending pupils' literacy and numeracy skills
- the attendance of different groups of pupils
- the effectiveness of the role of middle leaders.

Information about the school

Phillimore is a primary school of larger than average size. Most pupils in the school come from a minority ethnic background and there is a diverse multicultural community within the school. The majority of pupils are believed to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils who have special educational needs and/or disabilities is above national averages while the proportion of pupils with a statement of special educational needs is the same as national averages. The movement of pupils in and out of the school other than at the normal times is higher than is expected nationally. The school holds various awards, including the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Phillimore provides a safe environment in which pupils receive good care, guidance and support. The curriculum is adapted to meet the needs of pupils, and this is contributing to pupils' good spiritual, moral, social and cultural development. The school has developed good partnerships with parents and carers. This has enabled the school to bring pupils and families from diverse ethnic backgrounds together, to form a cohesive community in the area that it serves.

When children start in the Nursery, most have skills at levels that are well below those expected for their age. The improving leadership of the Early Years Foundation Stage results in the staff working as a team in order to ensure that the needs of individuals are met. Consequently, children make satisfactory yet improving progress in their learning and development. Sound teaching ensures that pupils make satisfactory progress as they travel through Key Stage 1. Progress accelerates throughout Key Stage 2, and although attainment remains low when pupils leave the school, the gap is closing when compared with national expectations.

The school is aware that it needs to raise attainment and it has focused its work since the last inspection upon developing tracking and assessment systems. This is helping the staff to plan lessons which more closely meet the needs of individual pupils. Also, the school has accurately identified where pupils are not achieving as well as they could, and appropriate intervention programmes have been put in place. The school's recent work is beginning to have an impact on increasing the progress made by many pupils. Although the school works tirelessly to improve attendance it remains low and for a minority of pupils this remains a barrier to their improved achievement.

The school has a satisfactory capacity to improve. This is due to accurate self-evaluation, and good-quality whole-school planning which has led to challenging targets being set and achieved. Although middle leaders are developing in their role, they have insufficient opportunities to monitor and evaluate learning in classrooms. This limits their chances to work with other teachers to help improve the quality of planning and ensure that an accurate match is made between activity and the needs of individuals. The school provides satisfactory value for money.

What does the school need to do to improve further?

- Increase the rates of attendance by seeking out the best practice at a national level adopted by schools in a similar context.
- Improve the quality of teaching so it is consistently good by:

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- ensuring that lessons have appropriate levels of pace and challenge
- providing pupils with more opportunities to work independently
- making sure that marking is consistent across the school so that pupils understand how they can improve their work
- providing opportunities for pupils to respond to the marking, so they are fully involved in their learning.
- Raise standards of attainment so they are closer to age-related expectations by:
 - providing middle leaders with further opportunities to monitor attainment and achievement by working more closely with teachers
 - ensuring that the learning needs of individuals are more closely met in lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their learning and respond well in lessons. As a result, many pupils are now making better progress. Although progress is satisfactory, it is improving securely and quickly. When teaching is lively and engaging, pupils make accelerated progress, but this is not consistent across the school. Progress in reading and writing is better than in mathematics. There is no significant difference in the attainment and progress of different groups, including those with special educational needs and/or disabilities and those who speak English as an additional language.

Pupils are kind and considerate and they respect each other's differences. They behave well during lessons and are keen to do well. However, there are times when behaviour deteriorates, particularly during unstructured parts of the school day. As a result, behaviour overall is no better than satisfactory. Pupils enjoy working and playing together and their social development is good. They feel safe and are confident that adults will help them if they are worried. They enjoy participating in physical activities and they have a secure understanding of how to keep healthy. Pupils become involved in making decisions through their role on the school council. They have worked at improving the school's environment and have been involved in community projects, for example where they helped to design the recreation area, which is adjacent to the school. Pupils have a good understanding of other faiths and cultures. The school has invested in resources to ensure that pupils are able to develop their skills in information and communication technology (ICT). Pupils develop an appropriate range of basic skills which prepares them for the next stage in their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory overall. Classrooms are well resourced and organised. Staff have positive relationships with pupils, which has an impact upon pupils' attitudes to learning. In the better lessons activities are planned well to meet the needs of pupils, who have the opportunity to work in supported groups as well as independently. In lessons where teaching is no better than satisfactory and, therefore, progress is slower pupils often spend too long listening to the teacher and have little time to complete their work or meet the lesson objectives. During such lessons there is insufficient challenge for pupils and a lack of pace. The quality of marking is variable across the school and in some classes it is not always made clear to pupils how they can improve their work. Pupils often have insufficient opportunities in which to respond to the written comments in their workbooks.

Since the last inspection the school has developed the curriculum.

It is focused on pupils' personal and social development and this is beginning to secure some good outcomes in this aspect of their education. For example, pupils have good spiritual, moral, social and cultural development. Partnership work is ensuring that pupils have access to a wide range of after-school clubs. The various sporting opportunities are helping to develop pupils' skills in physical education, as well as their understanding of the importance of adopting a healthy lifestyle. The school makes good use of visits and visitors, including residential visits. For example, during the inspection pupils in Year 1 visited Moorlands Discovery Centre in the Peak District National Park. Also, pupils have opportunities to develop their skills in performing arts. For instance, a group of Year 5 pupils were observed rehearsing a dance routine for performance at Sheffield City Hall.

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The good quality of care, guidance and support is a strength of the school. There are striking examples of how the school has helped individual pupils to overcome barriers to their learning. The school works closely with families whose circumstances make them vulnerable in order to promote their well-being and actively seeks support from other agencies. The school is working assiduously to reduce high levels of absence and to encourage persistent absentees to attend more frequently. As result, rates of attendance are improving.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The day-to-day management of the school is successful in creating a positive atmosphere in which to learn. The school is a caring place and the well-being of pupils is given the highest priority. It ensures that all safeguarding requirements are fully met and that pupils' safety has a high profile in all of the school's work.

The school has invested a great deal of energy into developing its engagement with parents and carers. For example, the school ensures that information is shared through text messages. There are frequent evening events for parents and carers and the school organises translators to support the inclusion of all families at these events. The arrangement covers fifteen languages. The school provides family learning courses that help families support their children's development. These courses have been extended to cover wider subjects, such as food hygiene, and have enabled parents and carers to learn new skills helping them to gain employment. Given the diverse community which the school serves, this type of approach is having a positive impact upon community cohesion, as people from different backgrounds are provided with an opportunity to work and learn alongside each other.

Since the last inspection the senior leadership team has been extended to strengthen capacity and drive the school forward. The introduction of a tracking system allows senior leaders to monitor closely the attainment and progress of cohorts, groups and individuals. Senior leaders meet with teachers on a regular basis to review the progress of pupils. Where differences in performance between groups of pupils have been identified the school has put in place strategies to address this inconsistency. For example, recent work has helped a group of girls in Key Stage 2 improve their confidence and skills in mathematics. This is an example of the school's good approach to equality of opportunity.

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Through monitoring the school's work, leaders are able to identify appropriate areas for development and these are placed within a termly development plan. The governing body meets its statutory duties and provides appropriate challenge and support for the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills that are well below the levels expected for their age. Due to the good arrangements for transition into the Nursery, children settle quickly in their new learning environment. Adults know the pupils well and they establish strong relationships with them. Children whose circumstances make them vulnerable are identified early and appropriate interventions are put into place to support their learning and well-being. Care and welfare arrangements are good.

The learning environment is equipped with interesting resources and children readily engage in their activities. They are motivated to learn and they work and play in harmony. Teaching is satisfactory. Adults use their observations and assessments in order to plan for the next stages in learning. Although children's progress is satisfactory, it is better in the areas of speaking and listening as well as personal and social education. In particular, this is helping children who have special educational needs and/or disabilities as well as those who speak English as an additional language to make good progress. Leadership and management are satisfactory. Leaders have undertaken monitoring and evaluation of the work of the unit and have developed a detailed plan of action to improve the quality of provision and this is already having an impact upon the outcomes for children. Adults work well as a team and have established good

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relationships with parents and carers, who are kept informed of their children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers who made their views known to inspectors through the inspection questionnaires are happy with their children's experience at school. Any concerns raised from the questionnaires were taken into consideration during the inspection. A very small minority of parents and carers expressed concerns regarding the progress which pupils make, how the school helps them to support their children's learning, how the school deals with unacceptable behaviour and how the school takes account of their suggestions and concerns.

Inspectors found that pupils are making satisfactory progress. However, this is improving rapidly and securely. The school is demonstrating that it is helping parents and carers regarding the ways in which they can support their children's learning. Behaviour in school is satisfactory and systems are in place to deal with unacceptable behaviour. Inspectors found that the governing body has appropriate procedures to seek the views of parents and carers and that these are taken into account when the school draws up its plans for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Phillimore Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	29	46	1	2	0	0
The school keeps my child safe	33	52	28	44	2	3	0	0
The school informs me about my child's progress	25	40	32	51	5	8	0	0
My child is making enough progress at this school	19	30	36	57	7	11	0	0
The teaching is good at this school	21	33	37	59	4	6	1	2
The school helps me to support my child's learning	20	32	34	54	7	11	0	0
The school helps my child to have a healthy lifestyle	21	33	36	57	5	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	25	40	63	5	8	1	2
The school meets my child's particular needs	17	27	38	60	6	10	1	2
The school deals effectively with unacceptable behaviour	18	29	35	56	7	11	2	3
The school takes account of my suggestions and concerns	12	19	40	63	9	14	1	2
The school is led and managed effectively	17	27	37	59	5	8	1	2
Overall, I am happy with my child's experience at this school	22	35	36	57	3	5	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Phillimore Community Primary School, Sheffield, S9 5EF

Thank you for being so helpful and friendly when we inspected your school recently. We enjoyed talking to you and looking at your work. The support you gave inspectors has helped me to write the report.

In the report I have said that your school is satisfactory overall, but it has some good features. We found that the teachers and adults take good care of you and they make sure you feel safe. Also, they work hard to ensure that you and your families feel part of the school and community. We saw how much you enjoyed coming to school and spending time with your friends. You enjoy learning and playing with each other. During your lessons, you listen well and try your best. The school has planned interesting learning activities for you to do. Teachers are helping you to make steady progress, although this is better in reading and writing than in mathematics. Your teachers do not always make the learning challenging enough, and you can spend too long listening to them. We saw how much you understood about being healthy and the ways you help the school, through the school council. The leaders of the school are keen for you to do well. To help them we have asked leaders and teachers to work on the following areas to make sure that:

- everyone comes to school as much as possible
- in some of your lessons you keep busy without spending too long sitting and listening
- your learning is never too easy or too difficult
- you do really well in your reading, writing and mathematics.

You can help by making sure that you always try your best and that you continue to enjoy coming to school every day.

Yours sincerely

David Carter

Lead inspector

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