

# St Philip (Westbrook) Church of England Aided Primary School

Westbrook Centre, Westbrook, Warrington, Cheshire, WA5 8UE

**Inspection dates** 5–6 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils say they are proud to be part of the school and lessons are 'lots of fun and never boring'. Consequently, they enjoy school and attendance is above average.
- Parents express very positive views, saying their children are happy and kept safe in school.
- Achievement is good and attainment is well above average in reading and mathematics. Pupils make good progress, including those with special educational needs.
- Those supported by the pupil premium make good and often better progress than their classmates because they receive well-organised additional help.
- The quality of teaching is mostly good and sometimes outstanding. Well-planned lessons and stimulating activities capture pupils' interest so they are keen to learn and work hard.
- The rich curriculum provides pupils with excellent opportunities to become independent, questioning learners.
- Spiritual, moral, social and cultural development is outstanding. Excellent behaviour was seen in all situations and pupils are caring and respectful towards others.
- The headteacher's outstanding leadership and unwavering vision inspire governors, senior leaders and staff to make the school even more successful.
- Thorough analysis of pupils' progress and rigorous checks on the quality of teaching mean that progress is accelerating and the proportion of outstanding teaching is growing in this improving school.

### It is not yet an outstanding school because

- Teaching is not consistently outstanding in its impact on pupils' overall achievement, particularly in writing.
- Pupils in Key Stage 2 do not progress as rapidly in writing as in reading or mathematics.

## Information about this inspection

- The inspection team observed 22 lessons and part lessons and scrutinised pupils' work in books.
- Inspectors met with pupils and staff, members of the governing body and with a representative from the local authority.
- They looked at national data and how the school gathers an accurate picture of pupils' performance, how the quality of teaching and learning is assessed and checked the arrangements for pupils' safeguarding.
- Inspectors listened to pupils read from Years 1, 2 and 6 and observed break and lunch times.
- They took account of the 71 online parent responses in Parent View and parent responses to the school's own parental survey, as well as the responses in the 17 questionnaires completed by staff.

## Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Emily Wheeldon

Additional Inspector

## Full report

### Information about this school

- The school is much larger than most primary schools.
- The majority of pupils are of White British heritage; others are of different heritages and a few speak English as their second language.
- The proportion of pupils supported through school action and those supported at school action plus or with a statement of special educational needs are all below the national average.
- At 5%, the proportion of pupils known to be eligible for the pupil premium is much lower than the national average. (The pupil premium is additional government funding for pupils known to be eligible for free school meals, children of service families and children who are looked after by the local authority.)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school offers a breakfast club and after-school care each day.

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

- Further raise the quality of teaching so an even greater proportion is outstanding by:
  - ensuring that the more confident pupils are not allowed to overshadow others so that all pupils participate fully in classroom activities
  - always giving pupils very clear instructions so they know exactly how to tackle their tasks when they are working independently.
- Accelerate pupils' progress in writing in Key Stage 2 to match their rapid progress in reading and mathematics by:
  - extending pupils' knowledge and application of punctuation and spelling
  - embedding newly introduced strategies to help pupils improve the way they plan and organise their writing.

## Inspection judgements

### The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills typical for their age. High-quality care makes them feel safe and eager to explore the exciting activities they meet indoors and outside. Progress is rigorously monitored and skilled teaching captures children's imagination very well. For example, when asked to hunt for something new in the room, children swiftly spotted Frosty the Elf and made rapid progress in learning new letter sounds. Children exceed the expected levels at the end of Reception class and are well prepared for Year 1.
- Attainment at the end of Year 2 has been above the expected levels in reading, writing and mathematics over the past five years. School records and inspection evidence show that current Year 2 pupils are on track to sustain these levels of attainment.
- By the end of Year 6, attainment is above average and often well above in reading and mathematics. Most-able pupils are given additional challenges and tasks to extend their skills and in 2013, a small number reached the very highest level in mathematics and reading.
- Pupils present their work neatly and carefully but attainment and progress in writing are less consistent than in reading and mathematics, particularly in Key Stage 2. Pupils talk fluently about their ideas but do not always express themselves well in writing, or use punctuation and spelling accurately.
- Strategies to overcome this include staff training, focused guidance for pupils and activities to extend vocabulary choices. These are proving successful and progress in writing is accelerating.
- School tracking information and pupils' work in books show that a very high proportion of pupils currently in Year 6 are securely on course to meet, and well over a third to exceed, the progress expected of them and attain the higher levels in reading, writing and mathematics.
- Extra support and working in small groups or with a 'Better Reading Partner' enable those supported by the pupil premium funding to progress at the same rate or faster than their classmates. Their attainment exceeds that of similar pupils nationally but is about three terms behind that of their classmates. School data show this gap is rapidly closing.
- The provision for pupils with special educational needs is very well organised and closely tailored to each pupil's individual needs so they progress as well as their classmates.
- Pupils show a genuine love of books and reading. Many read with their parents and use the local library. Younger pupils have a daily letters-and-sounds (phonics) lesson and quickly become confident when tackling new words. In the 2013 phonics screening check for younger pupils, very nearly all reached the expected level, which is well above the national average. Older pupils read fluently, enjoy a wide and varied range of material and discuss plot and characters knowledgeably. Their high-quality reading skills support pupils in all subjects and equip them very well for future learning.

### The quality of teaching

is good

- 'Our teachers are very knowledgeable and tell us what our targets are' is a comment that sums up pupils' positive views and keen involvement with learning. Pupils enjoy their tasks and achieve well.
- Observations during the inspection and senior leaders' monitoring over time show that lessons are planned carefully so tasks are always matched closely and provide suitable challenge for all abilities.
- Where teaching is strongest, staff frequently check pupils' understanding during the lesson. Skilled questioning based on excellent subject knowledge gets pupils thinking hard, with time to reflect and explain their answers. This was observed when older pupils were asked to scale Christmas recipes up or down, a topical activity that really appealed to them. They persevered well and made very rapid progress.

- Most-able pupils are taught well and given complex tasks, particularly in mathematics, that really stretch their ability to reason and apply their knowledge.
- Just occasionally, staff do not explain clearly to their pupils exactly how to tackle tasks when they are working independently. Sometimes, in whole-class sessions, staff allow the more confident pupils to overshadow those who are less confident so their attention may wander and progress slows.
- Previously, the teaching of writing has focused on encouraging pupils to write imaginatively with less emphasis on organisation, accurate punctuation and spelling. Rigorous actions to rectify this include staff training and a much stronger emphasis on oral work to help organise pupils' ideas by discussing them before writing. These actions are proving effective and school tracking data show that progress in writing is accelerating and standards are rising.
- Teaching assistants make a strong contribution to pupils' good or better progress and provide particularly good support for pupils that may find learning difficult. Those whose circumstances make them vulnerable receive valuable support so they progress as well as their classmates.
- The tracking system gives a very clear picture of pupils' progress, with detailed information that staff use to match activities closely to pupils' different abilities. Pupils are keen to achieve their targets. Their work is thoroughly marked, with praise for success to boost pupils' confidence and succinct points for improvement.

### **The behaviour and safety of pupils** are outstanding

- Excellent, supportive relationships between pupils and staff were observed in all classes. Pupils cooperate and work happily together and their behaviour is always good or better, ensuring lessons proceed smoothly.
- Pupils believe they should 'treat others as we would like to be treated ourselves' and are very considerate and polite, which adds to the calm, happy atmosphere of the school. Opportunities to serve as school councillors, playleaders or as members of the Ethos Group are undertaken eagerly, providing pupils with very good foundations for their future as useful and responsible members of their community.
- Values, such as fellowship, perseverance, trust and compassion are firmly seen in pupils' excellent spiritual, moral, social and cultural development. Pupils know these are fundamental values for a caring, cohesive society and understand how they underpin the school rules.
- Behaviour management strategies are applied consistently. Pupils feel these are fair and do their very best not to lose any of their 'golden time'. They particularly value the class 'worry box', which they can use in confidence to tell staff about any problems, knowing staff will always listen and quickly sort out any concerns.
- Pupils feel very safe in school, saying there are always people looking after them. They know how to use the internet safely and that they should 'never give out [their] personal details'. They learned about bonfire night safety during a visit from the fire service.
- Although a small minority of parents think bullying is not always dealt with well, pupils told inspectors that bullying is not a problem. They spoke highly of activities during anti-bullying week and are well aware of different types of bullying, including cyber-bullying or name-calling.
- Attendance is above average and pupils arrive promptly. Those who attend the breakfast club are very well looked after; they enjoy healthy food and a variety of activities in the safe environment.

### **The leadership and management** are outstanding

- School leaders and staff share a very ambitious vision of how good the school can be, to strengthen achievement further, especially in writing, and give every pupil equal opportunities for high-quality learning in a safe and stimulating environment.
- Rigorous performance management and appraisal of teachers' performance are effectively supported by well-organised professional development and staff are held fully accountable for

their pupils' progress. School monitoring and inspection evidence show this has resulted in more outstanding teaching.

- Professional and management skills are developed very effectively. Senior staff and middle leaders are very good role models of high-quality teaching and leadership skills. Unit leaders focus on improving outcomes for pupils and sharing good practice, and staff work in learning teams to develop expertise in curriculum areas.
- Pupils' excellent spiritual, moral, social and cultural development is shown in their concern for others, excellent behaviour and enthusiasm for learning. They are keen to be involved in sports, perform with the choir or play a musical instrument and relish their visits out of school.
- The outstanding curriculum, skilfully adapted for pupils' different needs and abilities, ensures they all acquire high-quality basic skills and are well equipped for future learning. Well-planned, stimulating experiences linking subjects make learning meaningful and relevant.
- Pupils use and develop their literacy and numeracy skills across the curriculum. For example, using Venn diagrams to compare different gospel versions of the Christmas story or creating temperature charts in geography. Progress in writing, however, lags behind reading and mathematics.
- Arrangements for safeguarding meet all statutory requirements. Records are maintained carefully and child protection and first-aid training are up to date.
- The local authority provides light-touch support for this good school.
- **The governance of the school:**
  - Governors provide valuable skills, rigorous challenge and well-informed support. They check the impact of their work thoroughly and are well equipped to contribute to the school's procedures for judging its own performance. They plan for ongoing improvement and ensure all pupils are well cared for in a safe environment.
  - Governors use data and information from various sources to question leaders about pupils' progress and attainment and to compare the school's performance with others locally and nationally. They ensure the pupil premium funding is used strategically to close the small attainment gap between eligible pupils and their classmates, to make sure that this gap is rapidly closing.
  - Sustainable initiatives to improve pupils' health and well-being introduced with the new sports funding are outlined in the action plan, 'Our Vision'. Governors know that pupil participation in sports is already increasing.
  - Finances are carefully directed to support improvement. Governors rigorously ensure professional development is used to improve the quality of teaching and to develop all levels of leadership. They make certain that staff performance is closely linked to pupil performance and to subsequent progression along the teachers' pay scale.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111385
<b>Local authority</b>	Warrington
<b>Inspection number</b>	426245

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Hulme
<b>Headteacher</b>	Phil Carswell
<b>Date of previous school inspection</b>	20 October 2008
<b>Telephone number</b>	01925 445391
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