

# St Philip's Church of England Primary School

Loxford Street, Hulme, Manchester, M15 6BT

**Inspection dates** 14–15 January 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good and pupils make good progress across school from starting points which are well below those typical for their age.
- Children get off to a good start in the Early Years Foundation Stage and settle quickly because of clear routines and strong relationships.
- Teaching is good and some is outstanding in each key stage. Teaching has improved over the last two years. Teachers plan lessons which pupils say are fun and that they 'learn a lot'.
- Staff build strong relationships with pupils and this contributes strongly to their willingness to work hard.
- Behaviour is good both inside and outside the classroom. Sports activities at lunchtime are well received by the pupils.
- Pupils say they feel safe, and their parents agree. They say that bullying is very rare and they 'make lots of friends'. Attendance has improved.
- The headteacher leads the school well and is dedicated to providing the best for its pupils. Her vision is shared fully by all staff and governors, who are committed to further improving pupils' outcomes.
- The governors are well informed, fully supportive and have a good understanding of the school's strengths and areas for development.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. Pupils are not given enough time to respond to teachers' marking to improve their work.
- Pupils do not have enough opportunities to apply their mathematical skills in real-life contexts.
- Not all staff provide pupils with clear enough guidance when wanting them to reflect on their own and each other's work.
- Leaders do not yet fully use information on pupils' progress to check how well different groups are doing and take precise action to accelerate progress further.

## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, two of which were observed jointly with the headteacher and deputy headteacher. Inspectors scrutinised work in pupils' books with the headteacher and deputy headteacher.
- The inspectors listened to pupils from three different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and the school's management, including the arrangements in relation to safeguarding pupils.
- The inspectors spoke to groups of parents and took account of the 12 responses to the Ofsted on-line questionnaire Parent View. They also took account of the 10 responses to the staff questionnaires.

## Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

Kathleen Harris

Additional Inspector

## Full report

### Information about this school

- St Philip's Church of England Primary is smaller than the average-sized primary school.
- The vast majority of pupils are from minority ethnic backgrounds and a larger proportion than average speaks English as an additional language. The proportion of White British heritage pupils is smaller than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium, including those known to be eligible for free school meals, is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those 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 runs a breakfast club, which was visited as part of the inspection. There is a privately run after-school club which will be inspected separately.
- Since the previous inspection, there have been significant changes to teaching staff. A new headteacher was appointed in 2008 and a deputy headteacher in September 2013. From September 2013 an additional three teachers were appointed.
- The governing body is undergoing a period of change. The Chair of the Governing Body has recently relocated and the vice chair is currently unable to attend meetings. There are other recent appointments to the governing body.

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

- Increase the proportion of outstanding teaching to raise pupils' attainment and accelerate progress further by:
  - ensuring that pupils are given sufficient time to consider and respond to teachers' marking so they know exactly what to do to improve
  - providing pupils with more opportunities to use and apply their mathematical skills in real-life contexts and other subjects
  - ensuring that pupils consistently receive clearly defined guidance about how to reflect on their own and others' work.
- Increase the effectiveness of leadership and management by developing further systems for checking pupils' progress so that leaders can more easily and frequently analyse the progress of different groups of pupils and take appropriate action to raise pupils' achievement further.

## Inspection judgements

### The achievement of pupils is good

- Children start the Nursery class with skills that are typically well below those expected for their age, particularly in communication and language. They make good progress across the Early Years Foundation Stage, although a significant proportion of children enter Year 1 with standards that are below those expected.
- This good progress continues across both Key Stages 1 and 2. Attainment by the end of Key Stage 1 has improved and is now average over time. Attainment at the end of Key Stage 2 is typically average, although standards in writing are above average. Attainment in 2013 dipped because a third of the class had additional needs and reached levels below those expected nationally. However, inspection evidence shows that these pupils made at least good progress and some made outstanding progress from their very low starting points, particularly in writing.
- Nearly all pupils make the progress expected of them in reading, writing and mathematics by the end of Key Stage 2. The proportion of pupils that make better progress than this compares favourably with national figures and is above these in writing and has improved in mathematics.
- The most able pupils make good progress in reading, writing and mathematics. Although the proportion of pupils attaining higher levels is lower than nationally, teachers' expectations of what they can achieve are high and they are given work which challenges them well.
- Pupils make good progress in reading and an average proportion of pupils in Year 1 reached the expected standard in a national reading check of phonics (letters and the sounds they make). This demonstrates a marked improvement on the previous year and is a result of a planned and systematic teaching of phonics. Pupils enjoy reading and younger pupils spoke confidently about how to 'break down words' as they read them.
- Pupils make good and sometimes better progress in writing because they have a wide range of opportunities to practise writing in different subjects. The school has implemented a programme to develop pupils' skills in spelling, grammar and punctuation and a scrutiny of books shows that this is having a positive result in pupils' writing, especially with the oldest pupils.
- Pupils who are known to be eligible for free school meals make good and sometimes outstanding progress. Pupils eligible for pupil premium funding receive extra well-focused help from support staff and additional teaching staff. This is thoroughly documented and attainment for the vast majority of these pupils is half a term behind other groups in reading, writing and mathematics.
- Good support for pupils who are disabled and those who have special educational needs helps the majority of them to make good progress in English and mathematics from their different starting points. The range of support classes and activities provided for all groups, including pupils of White British heritage, shows the school's strong commitment to equality of opportunity, the fostering of good relations and tackling discrimination.
- Pupils from minority ethnic backgrounds and those who speak English as a second language also make good progress. Teachers and teaching assistants use strategies which provide pupils, including those who have recently arrived in the country, with opportunities to quickly build their language skills. Staff observed model language well and use hand signs to ensure pupils develop an understanding quickly.

### The quality of teaching is good

- The quality of teaching over time is good and some is outstanding. This has improved over the last two years.
- In the Early Years Foundation Stage, teaching is good and staff in both classes work together to ensure that children learn well from having a good balance of activities that are adult-led or that they choose for themselves. Children in both classes were particularly engaged in being both police and postmen, delivering letters and 'getting the bad people'. This promoted the development of their communication and writing skills well.

- In a Reception class lesson, children made rapid gains in their learning because the teacher built quickly on their understanding of different numbers. She increased the challenge so children could mentally add two numbers together, keeping the biggest number 'in their heads'.
- Teachers have good subject knowledge and plan lessons which interest pupils. They use their good knowledge of how well different pupils are doing to plan work which enables pupils to make good progress.
- Where progress is accelerated, teachers build quickly and successfully on pupils' understanding, increasing the challenge for all pupils. In a Year 6 mathematics lesson, the teacher's accurate assessment of pupils' understanding enabled her to increasingly challenge pupils to work out difficult number problems, including the use of decimals. Pupils showed an eagerness and determination to succeed, especially when under time pressure.
- Teachers use questioning well to enable pupils to explain their understanding of work. Where this is of the highest quality it makes strong links between different learning so pupils' progress moves forward quickly.
- Pupils are often given opportunities to reflect on their own and each other's work, working in pairs and groups. Where learning is good, pupils are given very clear guidance on what to look for and how to respond. In a Year 2 session, the most able pupils improved their writing, working in pairs using checklists to identify where improvements could be made, quickly improving their work. However, this best practice is not consistent across the school and opportunities for pupils to benefit from this approach are sometimes missed.
- Pupils are given regular opportunities to write for different purposes and teachers make sure that writing is woven successfully through other subjects. However, this practice is not yet established in mathematics. As a result, pupils do not get enough opportunities to use their mathematical skills in different subjects or in real-life contexts.
- Marking is regular and the consistent use of a colour coded marking policy ensures pupils know what needs improving, particularly in writing. However, pupils are not always given time to respond to this and this limits pupils' capacity to make their work better.

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

- The behaviour of pupils is good. Around school, both in lessons and the playground pupils are well behaved. They have a good understanding of the behaviour system and few pupils find themselves on the amber or red circles in class. Pupils are particularly keen to be awarded a 'golden ticket' for their behaviour and work.
- They have good attitudes to learning and in many lessons show an eagerness to learn, responding well to the different challenges. Occasionally when teaching does not interest them in lessons, then some pupils sometimes lose concentration.
- Pupils come from a wide range of different cultural backgrounds and observations show that pupils mix and socialise very well with one another. The school has a culture where all pupils are included, being sensitive to pupils' different backgrounds, while maintaining its Christian ethos. At the leavers assembly for Year 6 pupils in July 2013 representatives from both the church and the local mosque were present to share in the celebrations. This exemplifies the school's strong commitment to and success in promoting pupils' spiritual, moral, social and cultural development.
- In the dining hall, pupils were observed to be polite and orderly, waiting patiently for their dinner. Pupils are encouraged to use their manners and younger pupils are helped to make their dinner choice so they have a healthy meal. This is reflected in the breakfast club where pupils are looked after well.
- Behaviour on the playground is good. A sports coach, funded by the Primary School Sport funding runs sports clubs for older pupils at lunchtime, which promote their well-being well and improves their skills in different sports. Pupils also benefit from after-school clubs organised and run by specialists.
- A small number of pupils need additional support for their behaviour and the school has clear procedures in place for this. Every lunchtime the headteacher, deputy headteacher and learning

mentor run a nurture group where pupils have opportunities to talk about and resolve any problems which have arisen. This strong and effective focus on pupils' well-being means that learning is rarely disrupted because of behaviour problems.

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of the different forms of bullying and how to keep themselves safe on the internet. They say that bullying is rare and that incidents are sorted out.
- The local community policewoman is a governor and regular visitor to the school. She supports the school in promoting pupils' understanding of different dangers. She works closely with the school and families both in school and the local community.
- Attendance has improved and is now average. Although the proportion of pupils who are persistently absent is above average, this is adversely affected by a number of pupils who leave the school but do not register at a new school. The school works rigorously with other agencies, including the police, to manage this situation and to promote good attendance with its pupils on roll.

### **The leadership and management are good**

- The headteacher is fully committed and resolute in her determination to continue to improve pupils' achievement. She is well supported by the new deputy headteacher and other senior leaders. They and all staff share this vision and work collaboratively to achieve an environment where all pupils can achieve, with the school motto 'aspire to be the best that you can be' being central to the school's work.
- Senior leaders and middle leaders check on the quality of teaching on a regular basis. For example, English and mathematics subject leaders observe lessons, check pupils' books and are involved in regular meetings with other staff to check on pupils' progress.
- The school is currently changing its practice for tracking and recording information about pupils' achievement. This information is used well to identify what additional support is needed. However, due to the transition between systems, leaders do not yet analyse the ongoing progress of different groups of pupils regularly enough to identify fluctuations and trends in order to take precise action to raise achievement further.
- Procedures to check on the performance of teachers are good and any increase in salary is linked to this. Training is used to improve the quality of teaching and new staff have had training to support them in their roles. The school uses the local cluster of schools to provide training for staff, most recently to share good practice in teaching writing.
- The curriculum is good and enriches pupils' experiences through the range of visitors, visits and clubs, such as visits to local museums, a garden centre and an outdoor education centre. The recent focus on the teaching of phonics has led to improvements in pupils' early reading skills.
- Parents commented positively on the support provided to them. Parents of children in the Early Years Foundation Stage, for example, are encouraged to stay and share learning time each morning with their children.
- The local authority provides light touch support for this good school. An external consultant, commissioned by the local authority, supports continued school improvement.
- **The governance of the school:**
  - The governing body is going through a period of change with some new governors recently taking up post and key post holders having changed. However, governors are well informed and have a good understanding of the school's strengths and areas for development. They are fully committed to the school and local community, regularly attending assemblies. Through the headteacher's reports and external reports on the performance of the school and opportunities to observe lessons, they have a good understanding of the quality of teaching. They ensure that performance management takes place and that it is linked to increases in salary. The governing body approves the use of the pupil premium funding and has detailed information about how it is being used. Governors have had training to enable them to develop their roles. They ensure that safeguarding requirements are met.

## 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>	105509
<b>Local authority</b>	Manchester
<b>Inspection number</b>	432383

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alma Servant
<b>Headteacher</b>	Lynn Livesey
<b>Date of previous school inspection</b>	2 November 2007
<b>Telephone number</b>	0161 2262050
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