

St Philip's Church of England Primary School

Whitby Terrace, Girlington, Bradford, West Yorkshire BD8 9JL

Inspection dates

4–5 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school with strength, vision and humanity. She has established an able and resilient staff.
- The school has sound administrative systems that very effectively underpin and support leaders' careful and focused monitoring of the quality of teaching and learning.
- The trust and governors know the school well and monitor carefully the effectiveness of leaders. They provide good challenge and support to school leaders.
- The headteacher has established and maintains strong links with parents and the wider community.
- Pupils across early years, key stage 1 and key stage 2 make good progress and achieve well in a range of subjects, including reading, writing and mathematics.
- Disadvantaged pupils, and those who have special educational needs and/or disabilities, receive effective additional support. They achieve well from their different starting points.
- In key stage 1 in particular, the presentation of pupils' work is not consistently neat.
- Safeguarding is effective. Staff receive appropriate, up-to-date training that ensures that they have the skills to keep pupils safe.
- Pupils know how to keep themselves safe. They learn how to manage potential risks to their health and well-being.
- Pupils display strong and positive attitudes to learning. Relationships among pupils and between adults and pupils are respectful, open and kindly.
- Pupils are well prepared for life in modern Britain because of the rich and varied experiences that the school offers.
- Teachers and teaching assistants display strong subject knowledge and a real passion for learning. They inspire pupils to do well.
- Reading is a strength. Staff display skill in the teaching of phonics and encourage a love of reading.
- Children get off to a flying start in early years and are well prepared for school.
- Pupils do not have enough opportunities to write at length in subjects other than English.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment by ensuring that:
 - pupils have more opportunities to develop and deepen their writing skills across the whole curriculum by writing at greater length in a range of styles to suit different purposes and audiences
 - all staff have consistently high expectations of pupils' presentation of their work
 - all staff further focus their questioning skills to develop and deepen pupils' thinking so that they take every opportunity to challenge pupils, especially the most able.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads the school with strength, vision and humanity. She is dedicated to ensuring that all pupils make the progress that they should whatever their circumstances and starting points. A culture of high expectations, teamwork and kindness suffuses the school.
- The headteacher has worked effectively to develop a strong and resilient leadership team in order to ensure continued success for the school. There is now an effective team in place, with close links to the governing body and trust, that is growing in confidence and experience.
- The strong leadership of the school is underpinned by efficient and effective administrative systems, which all staff implement meticulously. These systems are robust and help to ensure that leaders and staff are free to pursue excellence in teaching and learning.
- Leaders monitor the quality of teaching and its impact on pupils' learning carefully and regularly. This monitoring is used to identify barriers to learning and pupils' well-being and to establish where additional resource is needed. The impact of the resource is then carefully measured so that it can be further improved.
- The headteacher, working with governors and the trust, has established effective and robust systems for monitoring the performance of all staff. These performance management processes are rooted in the school's overall planning for improvement and successfully link effectiveness in the classroom with staff training and financial reward.
- The headteacher works effectively to ensure that, both through curricular and extra-curricular activities, all pupils experience a rich and appropriate diet that nurtures and develops their spiritual, moral, social and cultural awareness. As a result, pupils are well prepared for life in modern Britain.
- Leaders have established detailed and mutually respectful relations with parents and the wider community. Parents are very pleased with the service that the school gives them and their children. They particularly welcome the openness and clarity of communications and the physical, daily presence of the headteacher and her team at the gates of the school.
- Additional funding is used to good effect to support pupils who have special educational needs and/or disabilities. The recently appointed leader for the work with this group of pupils has established clear systems and communications both with other professionals and with parents. She engages effectively with staff at the school to ensure that support for these pupils is carefully targeted. The classroom support for those pupils who have special educational needs and/or disabilities is increasingly effective and they make good progress from their starting points.
- The curriculum is suitably broad and balanced. Pupils find some subjects particularly motivating. For example, pupils are particularly proud of the display work that stemmed from a recent history project. However, leaders recognise the need to develop writing across the curriculum, so that pupils have more opportunities to

develop and deepen their writing skills across the whole curriculum through writing at greater length in a range of styles to suit different purposes and audiences.

- Leaders use the pupil premium funding effectively. Assessment information is used well to identify disadvantaged pupils' individual needs. Appropriate additional support is put in place to ensure that these pupils catch up quickly with their peers.
- The sports premium funding is spent well so that more pupils are participating in physical activities. Leaders ensure that funding provides additional training for staff to teach sports more effectively. A wide range of extra-curricular clubs and additional resources provide good opportunities for pupils to be active at lunchtimes.
- The diocese, through the Bradford Diocesan Academies Trust, provides effective support. The trust has proved particularly effective in supporting the governing body so that it is better able to evaluate leaders' work and support further improvements to the school. As a result, governance has strengthened and leadership has improved.

Governance of the school

- The governing body and trust know the school well. Governors know what is working successfully and what could be better. They bring effective challenge and support to school leaders. Their incisive actions, particularly in recruiting and supporting strong leaders, have contributed positively to the school's rapid improvement.
- The trust provides high-quality assistance to leaders. It has assisted the headteacher and deputy headteacher in evaluating accurately the quality of teaching and learning. As a result, leaders' action plans have been prioritised well, and training and development for staff have been appropriately targeted.
- Governors oversee the financial management of the school appropriately. For example, they guarantee that the pupil premium grant and additional sports funding are spent well. Consequently, governors meet their financial obligations.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors ensure that there is a very strong culture of safeguarding at the school. The school's ethos puts the highest value on care and respect. The headteacher, working with governors and the trust, ensures that staff undertake regular and appropriate training, which covers all aspects of safeguarding.
- Rigorous checks are made of staff and volunteers before they are allowed to work alongside pupils. The single central record meets statutory requirements.
- There is a comprehensive system in place for staff to record concerns that they have regarding pupils' safety and welfare. The well-trained safeguarding leaders are well known to pupils and staff. They ensure that any families or pupils who require support from outside agencies receive this promptly. Leaders keep safeguarding records meticulously.
- Leaders have developed strong and effective relationships with a wide range of external agencies as well as with parents, to ensure that pupils are kept safe and their

welfare needs are met promptly.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved consistently as a result of leaders' actions and is now good.
- Teachers and teaching assistants display strong subject knowledge and, in many cases, a real passion for learning in their subject area. They plan learning carefully and they know their pupils well. Teachers use their knowledge of what pupils know and can do to ensure that work is well adapted to pupils' varying needs and abilities.
- Pupils do well when staff expectations are high and they are set work that challenges them. In a Year 6 class, for example, a group of most-able pupils delighted in being told that they were successfully completing work in mathematics that they could be doing in secondary school. They rose successfully to the challenge, taking real pride and pleasure in their work.
- Teaching assistants are generally well deployed and skilful. They are ambitious and tenacious. They want pupils to do well. For example, a teaching assistant persisted in her support of a pupil who was finding an aspect of work with triangles difficult. She skilfully used a range of strategies to help the pupil to find the answer for himself. The pupil showed genuine pleasure as he worked it out.
- Relationships between staff and pupils are good and rooted in mutual respect. Pupils know that staff work hard for them and they respond, on the whole, with high levels of engagement and effort.
- From Nursery and Reception onwards, classroom routines are well established across the school. Attitudes to learning are good. Pupils, generally, do not wait to be told what to do if they finish a task, but know where to go or what to do next. This is because monitoring by alert staff, focused and effective 'learning walls' and other displays in classrooms all help pupils to move on or prompt them when they are 'stuck'.
- The whole-school policy for teacher's feedback to pupils is effective. Each week pupils have feedback sessions with their teacher, either individually or as part of a small group, to discuss their work, progress and next steps. This valuable part of the school's practice is having a positive impact on pupils' progress and attitudes to learning. It helps to ensure that all pupils, including the most able, are making sure and rapid progress and teachers can act swiftly and effectively if progress falters.
- Senior and subject leaders support teachers in their monitoring of pupils' progress. Teachers meet regularly with senior staff to discuss their pupils' progress and to identify any barriers to their learning. This includes those pupils who have special educational needs and/or disabilities and the most able pupils.
- The teaching of reading is a strength of the school. Staff display skill in the teaching of phonics and address misconceptions promptly. As a result, pupils develop confidence and pleasure in reading. The recently introduced whole-school approach to reading gives more opportunities for pupils to read and discuss their reading during school time and at home. Pupils told inspectors that they welcome this emphasis on reading, commenting that they particularly enjoy their weekly sessions in the school's well-

stocked library.

- While most staff are skilled in their use of questioning to develop and deepen pupils' thinking, sometimes their questions do not focus on the 'why' and 'how', but rather on the more mundane 'what'. As a result, opportunities are missed to challenge pupils' ideas and thinking. This is particularly the case for the most able pupils.
- Pupils do not have sufficient opportunities to write at length in subjects other than English, although these are increasing. In addition, and particularly in key stage 1, teachers' expectations about the presentation of work are not consistent.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development is good.
- Pupils like their school and talk confidently and excitedly about it. They enjoy learning and the activities they experience both in and out of the classroom. They are thoughtful about each other and about their responsibility to ensure that others are happy.
- Pupils are alert to the needs of others, whether they are in school or part of the wider community. They take care of each other and are quick to support anyone who looks lost or sad.
- Through the school's house system, pupils democratically choose the charities that they support. These charities are a combination of the local, national and international. This charity work raises significant amounts of money for good causes. It also raises pupils' awareness of the needs of others and the ways in which they can each act to address them.
- Seven 'key principles' underpin the school community. They inform each member of the school community's outlook and attitude. Pupils reported that they welcome and understand these key principles and the ways in which they help everyone understand how to play their part in the world.
- The school's assembly programme focuses on the celebration of pupils' success and the discussion and illustration of the seven key principles. Assemblies are engaging and of high quality. Regular acts of collective worship focus on and support pupils' spiritual and social awareness.
- Pupils feel safe and are kept safe because of the actions of the school. As well as assemblies and visits by outside speakers, there are regular sessions during lesson time on keeping safe. These are further supported by attractive displays and information points around the school. Pupils reported that they welcome the care that the school takes in keeping them safe. Pupils are alert to possible risks and the steps they need to take to keep themselves and others safe.
- The school offers pupils opportunities to take on roles of responsibility in and around the school as school council members and helpers in a range of areas and activities. Pupils welcome these opportunities to serve others.
- Pupils display strong and positive attitudes to learning. Relationships among pupils and

between adults and pupils are respectful, open and kindly.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well throughout the school day. They arrive on time and move about the school with care and consideration for others. They are polite and courteous to each other and to visitors. In class, they behave sensibly and work hard. They listen attentively to the teacher and to others during class talk.
- Pupils know the various forms that bullying can take. They reported that bullying is very rare. They told the inspectors that when it does occur they know how to tackle it and are confident that adults at the school will deal with it swiftly and effectively.
- There is a whole-school approach to rewards and behaviour, which the pupils understand and welcome. They said that poor behaviour is rare and good behaviour is rewarded.
- The school keeps very full and detailed logs on pupils' behaviour. These show that poor behaviour is rare and dealt with promptly and effectively.
- Attendance is improving rapidly and is now close to national averages. The school has worked meticulously and firmly to support those pupils and their families who find regular attendance challenging.

Outcomes for pupils

Good

- Pupils' outcomes across the school and in a range of subjects have improved. The good teaching now in place enables pupils to achieve well.
- Current key stage 1 pupils are making good progress over time in a range of subjects, including phonics, reading, writing and mathematics. Pupils' work and the school's own assessment information demonstrate that pupils' progress has been sustained.
- Outcomes at the end of key stage 1 in 2016 were in line with those expected nationally. Provisional outcomes for 2017, moderated by the local authority, suggest a further improvement. However, leaders are aware of the need for more pupils to achieve greater depth, particularly in their writing.
- In 2016, not enough pupils made the progress expected for their age by the end of key stage 2. However, inspection evidence and the school's own assessment information show that pupils currently in key stage 2 are now making good progress, particularly in English and mathematics. Provisional results for 2017 in end of key stage 2 tests suggest a significant improvement on 2016 results.
- Disadvantaged pupils make good progress in reading, writing and mathematics. Effective use of the pupil premium funding provides additional support and teaching, which is ensuring that the achievement of these pupils is improving towards that of other pupils nationally.
- Pupils who have special educational needs and/or disabilities and those who speak English as an additional language are making good progress from their starting points.

Leaders identify their individual needs effectively and provide the additional support that they need so that they achieve well in a range of subjects.

- Pupils enjoy reading and, generally, read fluently. They choose books in the class and school libraries that are well suited to their abilities. Pupils enjoy reading across a range of texts and styles. Most-able pupils read with expression and fluency. They have a growing awareness of the ways in which writers use language.

Early years provision

Good

- Most children enter the school's early years provision with knowledge, skills and understanding that are below those that are typical for their age. As a result of good teaching, they make good progress in the Reception Year.
- The quality of teaching and learning is good. The teachers and support staff know the children well and use this detailed knowledge to make sure that their teaching is focused on what children need to do next to improve. As a result, children make good progress from their starting points and are well prepared for Year 1.
- Staff track children's progress carefully and their achievements are recorded in staff records and the children's online learning journeys. Children who may be at risk of falling behind are identified promptly and extra help is offered. Staff assessments of how well children are doing are accurate and have recently been confirmed as such by the local authority.
- Phonics is well taught. The sessions are carefully planned and contain purposeful resources that engage and enthuse the children. Misconceptions are addressed quickly. Children are moved expertly by skilled staff from activity to activity to ensure that they make rapid and sure progress in their reading and writing. For example, during the inspection, a group of the most able children were seen successfully applying their phonics knowledge by accurately writing simple sentences.
- The early years provision is well led. The leader has put in place careful and effective systems for monitoring children's progress and well-being. He discusses children's progress regularly with his staff. He is constantly seeking to improve the provision. In seeking this further improvement, he is clear about the importance of keeping staff well motivated through opportunities for further training and professional development.
- The early years learning environment is bright, cheerful and uncluttered. Staff are careful about children's safety and are alert to their needs. The outside area is a particular strength of the early years provision. It is set out creatively and provides children with many opportunities to develop their enjoyment of learning as they play happily together. Children behave well and take care of each other.
- Children's personal and emotional development is a highly successful aspect of the provision. Early years staff are skilled at identifying and addressing any speech and language skills that need attention, so that children make good progress.
- Relationships among children and between children and adults are warm and friendly, laying the foundations of respect and mutual care.
- Children feel safe. They are able to explore and develop their skills rapidly. Children show high levels of confidence. They were keen to talk with the inspector about their

work and how much they like their time in the Reception class. They show a good understanding of how to keep themselves safe.

- As a result of effective and careful leadership, early years staff have formed good and mutually supportive links with the parents and families of the children they teach. Parents reported that communications were very good and staff were always available if parents had a query or a concern about their child.

School details

Unique reference number	141098
Local authority	Bradford
Inspection number	10031012

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	Academy trust
Chair	Anthony Bennet
Principal	Michelle Hargreaves
Telephone number	01274 546496
Website	www.stphilipsacademy.co.uk
Email address	office@stphilips.bradford.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is an average-sized primary school.
- The school has provision for 27 nursery-aged children. They attend in the mornings only.
- The school is part of the Bradford Diocesan Academies Trust.
- The majority of pupils are from Pakistani backgrounds.
- The proportion of pupils who speak English as an additional language is much higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities

supported by the school is slightly below average. The proportion of pupils with a statement of special educational needs or education, health and care plan is well above average.

- The proportion of disadvantaged pupils eligible for support through the pupil premium is above average.

Information about this inspection

- The inspectors visited all classes and saw all staff teach. In three of these visits, they were accompanied by members of the senior team.
- Inspectors talked with pupils in lessons and around the school. They also looked at a significant sample of their work. They listened to pupils in Years 3 and 5 read. They also spoke more formally with pupils from Years 3 and 6 to explore their attitudes to learning and safety.
- The inspectors met regularly with the senior team, including the headteacher, deputy headteacher and the early years leader. They met with the whole staff and with members of the trust and governing body, including the chair. They took into account 27 responses to the Ofsted staff questionnaire.
- Inspectors took into account 12 responses to the Ofsted online questionnaire, Parent View. They also took into account the results of the school's own surveys of parental satisfaction and four free-text responses from parents. An inspector met with a group of parents and both inspectors met with parents more informally at the start and end of the school day.
- The inspectors scrutinised documents, including minutes of governing body meetings, the school's self-evaluation, the development plan, monitoring and assessment information, school policies, behaviour and safety records, safeguarding policies and procedures, and the single central record.
- The lead inspector took into account the findings of the most recent statutory inspection of this Church of England school undertaken by an officer of the Diocese of Leeds in December 2016.
- Inspectors attended two assemblies. The lead inspector also attended an act of collective worship conducted by the Reverend Tim Lewis.

Inspection team

Mark Evans, lead inspector

Her Majesty's Inspector

Diane Reynard

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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