

Inspection of St Philip's Church of England Controlled Primary School

Church Road, Litherland, Liverpool, Merseyside L21 8NZ

Inspection dates: 5 and 6 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils arrive at school happy and excited for the day ahead. New pupils settle in quickly because they are made to feel welcome. Pupils said that everyone is accepted in their school community. They understand that they should treat other people with kindness and be respectful to everyone that they meet.

Leaders have created a supportive environment where pupils are eager to learn. Teachers have high expectations of what pupils can and should achieve. This includes children in the early years. Pupils, including pupils with special educational needs and/or disabilities (SEND), learn well in most subjects.

Pupils behave well in lessons and around the school. On the rare occasions when pupils do not behave as they should, teachers manage this well. Pupils respond positively and maturely to the high expectations that leaders and teachers have of their behaviour.

Pupils told inspectors that if bullying happens teachers sort it out quickly. Pupils commented that playtimes are great fun. They said that teachers create an environment where pupils can confidently be themselves, including at social times. Pupils said that they feel safe at St Philip's.

Pupils take great pride in their work, which is displayed around the school. Pupils access a wide range of extra-curricular clubs and activities. They said that they enjoy attending this school.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for pupils in key stages 1 and 2. Leaders have also taken time to create an early years curriculum that prepares children well for the demands of key stage 1. In the main, the curriculum enables pupils, including those with SEND, to achieve well. Most pupils successfully build on their prior learning and they deepen their understanding of topics and concepts as they move through the school.

In most subjects, leaders have thought carefully about the knowledge that underpins the curriculum. This helps pupils to learn well. Leaders have also thought about the order that new knowledge and concepts should be delivered. However, in one or two subjects, leaders have not finalised their curriculum thinking. In these subjects, some learning is not set out in the most logical way. On occasions, this prevents a few pupils from achieving all that they could in these subjects.

Most teachers use leaders' assessment systems well to check whether pupils have learned the content of the curriculum. Teachers are skilled in identifying any gaps in pupils' learning. They successfully make sure that the activities that they prepare help pupils to recap and revisit important information.

Leaders identify pupils, and children with SEND, swiftly and effectively. Leaders and teachers make sure that pupils with SEND access the same ambitious curriculum as their peers, through the effective support that they provide.

Leaders ensure that all staff understand the importance of teaching pupils to learn to read. Teachers read to pupils and children every day. Children in the early years enjoy learning songs and rhymes. Older pupils learn about classic playwrights and poets. Pupils talked enthusiastically to inspectors about the books that they have read in class or for pleasure.

Leaders have ensured that staff are well trained in the teaching of phonics. Teachers ensure that children get off to a flying start in learning to read in the Reception Year. Leaders and teachers make sure that pupils and children know the sounds in their reading books. Leaders make suitable checks on how well pupils are progressing through the reading curriculum. Leaders make sure that the pupils who are not keeping up with their reading receive timely support to catch up quickly with their peers.

Pupils and children in the early years focus well on their learning. Learning is rarely disrupted. Leaders and teachers have positive relationships with pupils, based on mutual trust and respect. Pupils and children in the early years play well together, they learn to take turns, and they are polite and well mannered. On occasions, however, a small number of pupils do not attend school as often as they should. This is despite leaders' efforts to improve these pupils' overall rates of attendance.

Leaders ensure that pupils' wider personal development is successfully integrated into the curriculum. Pupils learn the importance of caring and supporting each other, including for citizens in the local community. Pupils also discuss current affairs. They talked confidently about global issues, such as refugees and plastic pollution. Pupils are well prepared for life in modern Britain.

Leaders and teachers provide pupils with an appropriate variety of after-school and lunchtime activities, such as yoga, craft, gardening and sports clubs. Pupils understand how to keep themselves safe and healthy.

Governors know the school well and they successfully hold leaders to account for the quality of education that pupils receive. Staff appreciate how leaders and governors are mindful of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear safeguarding procedures in place to identify pupils who may be vulnerable or at risk. Leaders know their pupils and families well. Teachers are aware of who they need to go to if they are concerned about a pupil's welfare. Equally, pupils know who to go to if they are worried about anything. Children in

the early years use worry monsters to help them talk about their concerns and worries.

Leaders ensure that all staff have regular safeguarding training to keep their knowledge up to date. Leaders work well with external agencies when required.

Pupils learn to keep themselves safe, including online. Pupils have taken part in different workshops, including how to keep themselves safe from gangs. The school council has worked on a local project on parking around school to make it safer for all pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders have not finalised the knowledge and skills that pupils must learn. This prevents some pupils from achieving all that they should. Leaders should complete their curriculum thinking in these few remaining subjects to ensure that pupils learn all that they can.
- A few pupils do not attend school as often as they should. This means that these pupils sometimes miss out on important aspects of their learning. Leaders should ensure that all pupils attend school regularly so that they benefit from all that is on offer.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	104898
Local authority	Sefton
Inspection number	10210934
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair of governing body	Joanne Alliston
Headteacher	Susan Sullivan
Website	www.stphilipsprimaryschool-litherland.co.uk
Dates of previous inspection	28 and 29 June 2016, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- Leaders do not make use of any alternative provision.
- The school is part of the Diocese of Liverpool. It was inspected last under section 48 in June 2016.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with a range of leaders who were responsible for the school's pastoral and personal development programmes.

- The lead inspector met with a group of governors, a representative of the local authority and a representative of the Diocese of Liverpool.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. Inspectors also reviewed other subjects in the curriculum. The lead inspector observed adults reading with pupils in Year 1, Year 2 and Year 3.
- Inspectors took account of the responses to Ofsted's online survey for staff and pupils.
- Inspectors reviewed the leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with staff and pupils.
- Inspectors met with parents and carers at the start of the school day. They took account of responses to Ofsted Parent View, including the free-text responses.

Inspection team

Stuart Perkins, lead inspector

Her Majesty's Inspector

Louise Smith

Ofsted Inspector

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