

# Inspection of a good school: St Philip's Catholic Primary School

St Philips Avenue, Middleton, Leeds, West Yorkshire, LS10 3SL

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Inspection dates: 14 and 15 July 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Leaders ensure that pupils enjoy attending this welcoming school. Pupils are keen to join in class discussions. Pupils listen carefully to teachers. They support each other well in classrooms.

Leaders have not considered the curriculum for some subjects carefully enough. As a result, pupils' knowledge does not build over time consistently well. Teachers do not identify when pupils have gaps in their knowledge. As a result, pupils do not achieve as well as they could.

Leaders encourage pupils to read at home. Pupils enjoy talking about their favourite authors. However, some pupils do not learn to read as quickly as they should. Leaders have not thought carefully about how early reading is taught. Teachers have not had sufficient training to teach reading well.

Pupils learn how to stay safe, for example when using the internet, through the school's curriculum. Pupils in Year 6 are well supported as they move to secondary school. There are good relationships between staff and pupils. Adults treat pupils with respect. Pupils are well behaved. There is a calm atmosphere around the school. Pupils indicate that bullying is not an issue at school. They are confident that adults would sort this out, if it were to happen.

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

The early years environment is well organised. This helps children to become independent from an early age. Adults help children to develop their language by asking them questions and explaining what new words mean. Leaders have reviewed curriculum plans

to ensure that learning builds on what children already know in the early years. However, children in the early years do not get off to a good start in reading.

The curriculum for early reading is not well considered. Different members of staff use different strategies when teaching pupils to read. This means that some pupils fall behind. Teachers do not provide pupils with books that match the sounds they know. As a result, some pupils do not develop fluency and confidence in reading as well as they should. Sometimes, teachers do not recognise that some pupils need extra help with their reading. Leaders have plans in place to introduce a new reading curriculum.

The curriculum for mathematics clearly identifies what pupils should learn and how knowledge should build overtime. However, some teachers do not check pupils' prior knowledge carefully. Sometimes, the content they choose is too easy. As a result, some pupils do not achieve as well as they could. Teachers encourage pupils to practise arithmetic knowledge. However, sometimes teachers do not give enough opportunities for pupils to apply this knowledge to reasoning and problem-solving tasks. This means pupils do not develop the depth of understanding that they should in mathematics.

Leaders have not identified the most important things that pupils must know in some subjects in the wider curriculum, such as geography and music. Teachers are not clear about the content they should teach or how to build on pupils' prior knowledge. As a result, pupils do not develop the depth of understanding they should in in subjects, such as history, geography or music. Senior leaders have not supported subject leaders to carry out their roles effectively. Subject leaders have not identified what needs to improve in their subjects.

There are accurate systems to identify pupils who have additional needs. Teachers make regular checks to see how well pupils with special educational needs and/or disabilities (SEND) are doing. The special educational needs coordinator (SENCo) provides staff with further advice where needed. Pupils with SEND have detailed plans that outline the support they should receive. Pupils understand that some children have additional needs, and they are sensitive to this. Pupils with SEND receive well-planned individual support.

Leaders are careful to promote equal opportunities. Pupils are respectful of different beliefs. They read books that introduce them to different cultures. Pupils receive effective pastoral support. They know that adults are there to help them. As a result, pupils feel safe. They appreciate the support they receive when they have personal issues.

Leaders take care to consider the workload of staff. Staff enjoy working at the school. They feel there is a supportive team. The governing body are passionate about the school. However, they do not check the information that leaders give them and so do not have an accurate understanding of the strengths and areas to improve in the schools. As a result, they do not provide leaders with sufficient challenge.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training about how to keep pupils safe. They know how to recognise that a pupil might be at risk of harm. Staff know who to talk to if they have any concerns about pupils' safety. Safeguarding records show that leaders act quickly to ensure that pupils and their families get the support they need. Leaders work closely with other agencies to ensure that pupils remain safe.

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

### (Information for the school and appropriate authority)

- Leaders have not established a coherent curriculum for the teaching of early reading. As a result, pupils do not learn to read as well as they should. Leaders should introduce a consistent approach to the teaching of early reading and ensure that staff receive training to help them to deliver this curriculum.
- Some teachers do not check what pupils know carefully enough in mathematics. The content they choose to teach does not build as well as it could on some pupils' prior knowledge. Leaders should ensure that assessment systems are in place for mathematics and that teachers use these to plan lessons that match pupils' stage in learning.
- Leaders have not identified the knowledge that pupils should learn in some subjects, such as geography, history and music. Pupils' knowledge does not build effectively over time. Leaders should ensure that the curriculum sets out the knowledge pupils should learn from the early years to Year 6. Once established, subject leaders should check that the curriculum is well taught and that pupils remember the key knowledge identified in their curriculum plans.
- Governors do not check the information they receive well enough. As a result, they do not have an accurate view of the school's strengths and weaknesses. This means governors do not have the knowledge they need to challenge leaders effectively. The governing body should introduce systems that help them to understand the schools' effectiveness, so that they can provide challenge and support to school leaders.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged school to be good on 23<sup>rd</sup> March 2017.

## 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

<b>Unique reference number</b>	108033
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10227107
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joanna Mistry
<b>Headteacher</b>	Peter McQuillen Strong
<b>Website</b>	<a href="http://www.st-philips.org/">www.st-philips.org/</a>
<b>Date of previous inspection</b>	10 November 2020, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision for current pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, designated safeguarding lead, SENCo and curriculum leaders. Meetings also took place with members of staff.
- The inspector met with members of the governing body and a representative of the local authority.
- The inspector undertook deep dives in reading, mathematics and history. For each deep dive the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector review curriculum plans in some other subjects.

- The inspector reviewed documents relating to safeguarding, including records on the school's recording system and the single central record.
- The inspector met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- The inspector considered the responses to Ofsted's online questionnaire, Parent View. The inspector also considered the responses to Ofsted's online questionnaire for staff and pupils.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

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