

Inspection of a good school: St Philip's Church of England Primary School

Hampton Road, Southport, Merseyside PR8 6SS

Inspection dates:

13 and 14 March 2023

Outcome

St Philip's Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils, including children in the early years, are encouraged to 'sparkle' at St Philip's Church of England Primary School. They are proud to be a part of their school community. Pupils described their school as 'fun, creative and friendly'. Pupils show kindness and forgiveness towards each other. They attend well.

Pupils said that they feel safe in school and that they have a trusted adult to speak to if they have any worries or concerns. They were confident that staff will sort any problems that they have. Leaders deal with any incidents of bullying quickly and adeptly.

Leaders have set out their high expectations for pupils' conduct in school. Pupils follow the St Philip's standards of being 'ready, respectful and responsible'. They are encouraged to move around school with purpose showing 'fantastic walking'. As a result, leaders have established a calm and orderly environment.

Leaders have high expectations for the achievement for all pupils, including pupils with special educational needs and/or disabilities (SEND). Staff deliver the ambitious curriculum effectively and this enables pupils to achieve well.

Pupils have plentiful opportunities to take part in extra-curricular activities. These activities are designed to ignite their curiosity and develop their talents. They take part eagerly in, for example, 'sweaty church', football clubs and choir practice.

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

Leaders have designed an ambitious curriculum that extends from the early years to the end of Year 6. Staff with the responsibility to lead subject areas are well supported by leaders. Teachers have received appropriate training to enable them to deliver the curriculum as intended. They have a strong knowledge of what they are teaching. Teachers design appropriate activities to deliver learning and spark pupils' interest.

Leaders have given careful thought as to how their pupils learn best. Leaders have identified the key knowledge that pupils, including those in the early years, need to know and remember. New learning builds logically on what has been learned before. The early years curriculum prepares children well for key stage 1.

For the most part, teachers use assessment strategies effectively to check what pupils have understood and remembered. Staff are skilled at identifying gaps and addressing pupils' misconceptions. They provide extra help for pupils who need it. However, in some subjects, teachers do not check well enough if pupils have retained earlier knowledge over time.

Leaders have prioritised reading across the curriculum. Children begin learning phonics as soon as they start in the Reception class. Leaders have recently invested in books that match closely to the sounds that pupils are learning. Staff help pupils who find reading more difficult, including some with SEND and some who speak English as an additional language, to catch up with their peers. Pupils in key stage 1 and key stage 2 achieve well in reading.

Pupils enjoy reading. They are keen to share the plots of their favourite books. Staff encourage pupils to read more ambitious texts and to experience different genres of books. In all classes, teachers read regularly to pupils. Children in the early years are enthused and excited by the books that they read.

Leaders work with staff and parents to identify quickly any pupils who may have SEND. Staff have received regular and appropriate training to enable them to meet the needs of these pupils in their classrooms. Pupils with SEND learn the full curriculum with their peers. They are fully involved in the life of the school and achieve well.

Leaders outline clearly their high expectations for behaviour. Pupils understand that actions have consequences. Positive behaviours are recognised and celebrated. Pupils display a mature attitude to their work and learning is rarely interrupted.

Leaders are committed to educating pupils beyond the classroom. They encourage pupils in upper key stage 2 to act as positive role models for younger pupils. For example, pupils in Year 6 act as Reception buddies to children in the early years. Year 5 peer mediators help younger children to resolve conflicts and maintain friendships. Social awareness is developed through links with the church and a local care home. Through the personal development programme, pupils learn how to keep themselves physically and emotionally healthy. They learn about world religions and different families.

Governors are knowledgeable about the key priorities to develop further the quality of education. Staff are proud to work at this school. Leaders have engaged with them constructively to consider and reduce their workload. Staff appreciate leaders' efforts to care for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff are aware of their responsibility to keep pupils safe. Leaders ensure that staff receive regular and up-to-date safeguarding training.

Staff are aware of the signs that indicate that a pupil might be at risk of harm. Leaders have clear procedures in place for staff to report safeguarding concerns. They work effectively with external agencies to secure the timely help that pupils and their families need.

Pupils learn how to keep themselves and their friends safe. For example, they understand the importance of protecting their personal information when online and the potential dangers associated with the use of e-cigarettes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check well enough what pupils have learned and remembered over time. Therefore, opportunities to consolidate learning and address some pupils' misconceptions are missed. This hinders some pupils' learning. Leaders should ensure that assessment strategies are used well by teachers in all subjects to check on pupils' learning and to identify and address any misconceptions.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

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.

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	104902
Local authority	Sefton
Inspection number	10256151
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Local authority
Chair of governing body	Jeremy Hooper
Headteacher	Sandie Edward
Website	www.stphilipssouthport.com
Date of previous inspection	2 November 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative education providers.
- This is a Church of England school which is part of the Diocese of Liverpool. The last section 48 inspection took place in November 2019.

Information about this inspection

- This is 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 her evaluation of the school.
- The inspector spoke to the headteacher, senior leaders, other leaders and representatives from the local authority and from the Diocese of Liverpool.
- The inspector carried out deep dives into the following subjects: early reading, mathematics and geography. She met with the subject leader, visited some lessons, spoke to pupils and teachers and looked at pupils' work. The inspector also discussed the curriculum with leaders in other subject areas.

- The inspector scrutinised the school’s safeguarding policy and records. She discussed with staff their responsibility to ensure the safety of all pupils.
- The inspector spoke to pupils about their perceptions of behaviour and bullying.
- The inspector reviewed a range of evidence, including leaders’ improvement plans, self-evaluation documents, minutes of governing body meetings and records of attendance.
- The inspector spoke to staff to discuss leaders’ support for their workload and well-being.
- The inspector observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspector considered the responses to Parent View, including the free-text responses, and the responses to Ofsted’s pupil and staff surveys.

Inspection team

Niamh Howlett, lead inspector

His Majesty's Inspector

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