

# Inspection of St Philip's CofE Primary School, Atherton

Bolton Old Road, Atherton, Manchester M46 9FD

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Inspection dates: 8 and 9 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 14 years ago and was judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils at St Philip's CofE Primary School live out the school's motto of 'together, we achieve'. The school has high expectations of pupils. Teachers ensure that most pupils, including those with special educational needs and/or disabilities (SEND), succeed. Pupils are attentive in lessons, and they work hard. As a result, pupils typically achieve well across a range of subjects.

Pupils concentrate in lessons, and there is little disruption. Pupils are confident that teachers will swiftly resolve any concerns or worries they may have. The school is built on a strong culture of respect for others. Pupils are kind and caring towards one another. They told inspectors that they feel happy and safe in school.

Pupils benefit from an excellent programme of personal development. Teachers nurture pupils' individual talents and interests exceedingly well. Pupils delight in the vast array of high-quality enrichment activities that the school offers. For example, pupils are keen to attend garden crafts, dance class and culture clubs.

The school carefully designs and schedules trips, visits and outdoor learning activities to enhance the curriculum. These opportunities add considerable value to pupils' learning and development. This includes those pupils with SEND and those who are disadvantaged. Pupils have plentiful opportunities to foster their talents and interests far beyond the academic curriculum.

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

The school has ensured that there is a broad, balanced and ambitious curriculum on offer to all pupils, including those with SEND. This knowledge-rich curriculum builds incrementally from the Reception Year to Year 6. In recent years, the school has made a number of positive changes to strengthen and to enrich the curriculum. For example, leaders have thought carefully about the order in which new knowledge is taught. These changes have helped to make lessons more engaging, relevant and enjoyable for pupils.

The school has ensured that teachers have been well trained to implement the curriculum. Teachers have secure subject knowledge. In the main, teachers design learning activities that enable pupils to acquire essential knowledge and skills. However, from time to time, some teachers do not design the most appropriate activities to help pupils to learn new knowledge. On occasion, this means that a few pupils do not have sufficiently secure foundations on which to build future learning.

Typically, teachers are clear about what pupils should learn. In the main, teachers use assessment strategies well to check that pupils have understood earlier concepts before introducing new ideas.

A love of reading pervades the school. Teachers read to pupils daily, and older pupils talked enthusiastically about the books that they have read and the authors

that they prefer. Teachers have been suitably trained to deliver the phonics programme consistently well. Pupils practise reading using books that closely match the sounds they have learned. Teachers check carefully that pupils can remember previously learned sounds. Those pupils who find learning to read more challenging receive effective support to help them to keep up with the phonics programme. As a result, most pupils are confident and fluent readers by the end of Year 2.

The school identifies the additional needs of pupils with SEND quickly and accurately. In the main, teachers successfully adapt the delivery of the curriculum to meet the needs of pupils with SEND. On occasion, however, some teachers do not use all the information available to them to design appropriate learning activities for a small number of pupils with SEND. This prevents these pupils from being as fully prepared as they could be for the next stages of their education.

Pupils, including children in the early years, behave well. They are friendly and well-mannered. Pupils' rates of attendance are high. Where there are any slight dips in pupils' attendance, the school acts with rigour to intervene.

The school offers an exceptional range of experiences for the personal development of pupils. The school maximises opportunities for pupils to learn about other faiths and cultures. Pupils have a very well-developed understanding of how to manage their feelings and how to deal with conflict. They learn how to take care of their physical and mental health and well-being. Pupils also take great pride in being elected for positions of responsibility. They become house captains, librarians and school shop assistants or accountants. These experiences contribute exceptionally well to preparing pupils for life in modern Britain.

Governors know their community and pupils well. They carry out their statutory duties successfully, and they have diligently challenged leaders to develop and enhance the school's curriculum. Governors support and hold leaders fully to account for the quality of education that pupils receive.

Teachers are overwhelmingly positive about the support that they receive from leaders to manage their workload and to protect their well-being. In particular, teachers appreciate the extra time that they are allocated to carry out their subject leader roles.

The school encourages parents and carers to be fully involved in the life of the school. For instance, staff hold gardening workshops for parents and grandparents to attend and enjoy alongside pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- A small number of teachers do not design the most appropriate activities to help pupils, including a few pupils with SEND, to learn new knowledge. This means that, from time to time, some pupils do not learn all that they could. The school should ensure that teachers are suitably trained to design learning activities that enable pupils, including those with SEND, to develop a consistently deep and rich body of subject knowledge.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106515
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10242360
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Bennett
<b>Headteacher</b>	Lisa Rigby
<b>Website</b>	<a href="http://www.saintphilips.wigan.sch.uk">www.saintphilips.wigan.sch.uk</a>
<b>Date of previous inspection</b>	15 January 2009

## Information about this school

- The headteacher was appointed in January 2015.
- This is a Church of England school. The last section 48 inspection was in December 2018. The next section 48 inspection is due by 2025.
- The governing body manages a breakfast and after-school club.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, inspectors met with the headteacher, other senior leaders, and staff. The lead inspector also met with members of the governing body, including the chair of governors.
- Inspectors reviewed a wide range of documentation, including the school improvement plan and documentation relating to pupils' behaviour and attendance.
- The lead inspector spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, computing, physical education and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector listened to some pupils read to a trusted adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and at breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors spoke with a group of parents while pupils were arriving at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.

## **Inspection team**

Ruth Moran, lead inspector	His Majesty's Inspector
Debbie Withey	Ofsted Inspector
Kevan Naughton	Ofsted Inspector

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