

Inspection of St Philip's CofE Primary School

Bloomfield Rise, Odd Down, Bath, Somerset BA2 2BN

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Jo Coppens. This school is part of Palladian Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Donna Tandy, and overseen by a board of trustees, chaired by Ruth Balch.

What is it like to attend this school?

Pupils enjoy attending this happy and welcoming school. The school's vision is lived out through the warm, caring environment and the positive relationships that pupils and adults have. Pupils feel safe at school. They are confident that adults will help them with their learning or address any concerns they may have.

The school is ambitious for all pupils. From the start, children in Reception Year learn to follow classroom routines, and this helps them to listen and respond to adults. Most pupils achieve well. They engage with their learning and are enthusiastic to answer questions and contribute their ideas.

Pupils are polite and considerate. They move around the school in a calm and orderly way. Pupils play well together during breaktimes. They make good use of the outdoor spaces and play equipment. This supports them to be physically active.

Pupils have opportunities to contribute their ideas to the school. This includes the school council's work in redeveloping the collective worship programme. The eco team is proud of the work it does to raise awareness of environmental issues by, for example, holding a 'no electricity day'. These experiences help pupils to develop their character and a sense of responsibility.

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

The school has implemented an effective phonics curriculum. From the start of Reception Year, children learn to blend sounds into words. They also learn to form letters and words accurately in their written work. Adults check what pupils know and provide extra help when needed. This helps pupils build their knowledge well. Pupils who are at risk of falling behind get extra help to practise their reading with an adult. Pupils read often in school and at home. This means they become fluent and confident readers.

Pupils with special educational needs and/or disabilities are well supported in lessons. They use resources that help them learn the curriculum alongside their peers. Adults help them to practise their learning. This means they build their knowledge well.

The curriculum is well organised. Pupils follow a sequence of learning that helps them build on their knowledge. For example, in mathematics, children in Reception learn to identify and count numbers to five before moving on to 10. In Year 1, they use this knowledge to identify number families and make addition equations. Pupils in Year 3 build on this by calculating hidden doubles. In art, pupils in Year 2 experiment with different types of pencils. In Year 3, they develop their drawing skills by sketching with rubbers, and by Year 6, they perfect their use of line, tone and shape to create light effects in their drawings.

In some subjects, the school has not identified the essential knowledge that each year group should know. This lack of clarity means teachers do not check that pupils have

secured this knowledge. As a result, some pupils do not remember what they have learned previously and do not build their knowledge well.

The school's personal, social and health education (PSHE) curriculum helps pupils learn how to be healthy and responsible citizens. They learn to cook nutritious meals. They contribute to the wider community, for example by organising a coffee morning to raise funds for a national charity. Through enrichment activities, key stage 2 pupils learn and develop new skills. For example, they learn to play lacrosse or make paper crafts and comic books.

Pupils reflect on the lives of others. Through the school's reading spine and writing framework, they learn about people from diverse backgrounds. On 'philosophy Fridays', the whole school stops to reflect and to share their ideas. For example, they discuss what it means to be a good friend or if animals can be sorry. This work supports pupils in considering their own views and respecting each other's views.

Trustees and governors have an accurate understanding of the school. They work with the school to ensure it receives the support needed to continue moving forward. The trust's training and guidance materials support local governors to be effective in their work.

Staff value the work that has been done to reduce their workload, for example in the expectations of tasks they must carry out within their designated working hours.

Parents and carers value the positive relationship they have with the school. All agree their children are happy, safe and achieve well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum subjects, the school has not identified the key knowledge that pupils need to acquire as they move through the curriculum. As a result, teachers do not check that pupils have secured this knowledge and pupils cannot always recall what they have been taught. The trust needs to ensure that the essential knowledge for pupils to remember is clearly identified and routinely checked.

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

Unique reference number	143560
Local authority	Bath and North East Somerset Council
Inspection number	10344789
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	Board of trustees
Chair of trust	Ruth Balch
CEO of the trust	Donna Tandy
Headteacher	Jo Coppens
Website	www.stphilips-school.org
Dates of previous inspection	18 and 19 September 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2024.
- The school is part of Palladian Academy Trust.
- The school is an Anglican school in the Diocese of Bath and Wells. The most recent section 48 inspection, for schools of a religious character, took place in September 2023. The school's next section 48 inspection will be within five school years.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. 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 spoke to pupils and looked at samples of work in science.
- To evaluate the effectiveness of safeguarding, 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 in lessons and around the school site.
- An inspector spoke to some parents at the end of the school day. Inspectors also considered the responses to Ofsted Parent View, including the free-text comments, and Ofsted's survey for staff.

Inspection team

Caroline Musty, lead inspector	Ofsted Inspector
Ken Buxton	Ofsted Inspector
Hilary Goddard	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024