



# St Philip's Church of England Primary School

Inspection Report

**Unique Reference Number** 104902  
**LEA** Sefton  
**Inspection number** 277250  
**Inspection dates** 21 June 2006 to 22 June 2006  
**Reporting inspector** Mr Philip Snelling CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Hampton Road
<b>School category</b>	Voluntary aided		Southport
<b>Age range of pupils</b>	5 to 11		Merseyside PR8 6SS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01704 535737
<b>Number on roll</b>	206	<b>Fax number</b>	01704 541902
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Andrew Edwards
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mr Brian Johnson

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 21 June 2006 - 22 June 2006	<b>Inspection number</b> 277250
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St Philip's is an average size primary school close to the centre of Southport. Its pupils come from the town and surrounding area. Attainment on entry, though it varies from year to year, is broadly average as is the proportion of pupils identified as having learning difficulties and/or disabilities. The proportion of pupils eligible for free school meals is below average. The number of pupils who speak English as an additional language is low. Since the last inspection, a new headteacher and deputy headteacher have been appointed.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

St Philip's is a good school with some outstanding features. Whilst the overall judgement of good matches the school's view of itself, inspectors judged the provision for pupils' personal development and care, guidance and support to be better - outstanding. This is because the school clearly has pupils' well-being at the heart of its mission, demonstrated in the way adults guide the pupils and in the way pupils help each other. Pupils respond well to the responsibilities they are given. Excellent attendance sustained year on year reflects the pupils' enjoyment of school. They say much of their learning is fun because of the good curriculum and a wide range of interesting activities provided for them, both in lessons and out of school. All pupils achieve well during their time in the school in response to consistently good teaching. Most enter Reception with skills that are broadly average. Good teaching and provision here ensure that they make good progress. They develop very good attitudes to learning, which they never lose. By the end of Year 6, standards in English, mathematics and science are consistently above the national average. Pupils' achievement in science is not quite as impressive as that in English and mathematics because they do not have enough opportunities to carry out meaningful and challenging experiments.

Leadership and management are good. The headteacher provides strong leadership to a team of staff and governors committed to bringing about improvement. Subject leaders are now taking more responsibility for ensuring improvements, but they do not always have enough information from the pupils' work in class to get to the heart of the changes needed. The school has thorough procedures for checking how well it is doing overall. It has successfully addressed the areas for improvement from its last inspection. It provides good value for money and undoubtedly has good capacity to improve further.

### What the school should do to improve further

- Provide pupils with more regular and challenging work in science investigations.
- Give subject leaders the opportunity to check pupils' learning in lessons across the school.

## Achievement and standards

### Grade: 2

Pupils achieve well and meet the challenging targets set for them. On entry to Reception, their skills are broadly as expected for their age, with particular strengths in reading. By the end of Reception, almost all have met and a number have exceeded the goals set for this age group. They do particularly well in their personal and social development and in their writing. Pupils build well on this good start when they move to Key Stage 1 and reach standards that are above average. Achievement in reading is a strength, with slightly more pupils reaching the higher levels than in writing and mathematics. Pupils' good progress continues throughout Key Stage 2. By the end of Year 6, pupils consistently reach standards that are above average, with the best

performances in mathematics and English. Recent improvements in the way writing is taught have made a big difference to the pupils' achievements, evidenced in their test results. In science, although recent trends have been steadily upwards and standards are slightly above average, pupils could achieve more in the practical investigative aspects of their work. Those pupils who have learning difficulties and/or disabilities and those in the early stages of learning English achieve well and sometimes very well as a result of the high quality support provided for them.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding, ensuring that they are very well equipped with the skills needed for future life. The way the school nurtures pupils' self-esteem, confidence and enthusiasm for learning is impressive. Pupils say that they love school and this is reflected nowhere better than in their outstanding levels of attendance. Behaviour is good both in and out of lessons because pupils have a clear understanding of what is expected of them and know how they should treat others. Pupils' spiritual and moral development is fostered exceptionally well through the school's Christian ethos. They respond very well to the many opportunities provided for reflection and develop good awareness of the spiritual dimension in life, especially through music and art. Pupils develop a sound understanding of the beliefs and cultures of others through these subjects and through visitors to school, such as the African Drummers.

Pupils take their responsibilities as part of the school and wider communities very seriously indeed. They thoroughly enjoy supporting the younger pupils as 'play leaders' at lunchtime and raising money for charity. They are very proud of their work on the school council and the influence they have had on improvements such as developing the playground. They demonstrate a good understanding of how to keep themselves safe and are well aware of the importance of a healthy lifestyle, shown in their work towards the Healthy Schools Award.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers expect a great deal of the pupils both in their work and behaviour, and the pupils respond well. As a result of these expectations and excellent relationships, pupils have the confidence to answer questions and share their ideas with one another, which helps them to improve. Asking searching questions is a particular strength of the teaching, pushing pupils to deeper thought or to answer more fully. Teachers give very clear explanations of new ideas and knowledge, though now and again their lesson introductions are too long and take some of the younger pupils to the limits of their listening span. Often good use is made of 'smart boards' to capture pupils' attention. Teaching assistants show good skills and give a significant boost to the progress of pupils who need extra help. Pupils'

work is marked regularly and at its best the marking not only checks on progress in learning but gives pupils a clear steer for their next work. However, marking does not yet link closely enough to pupils' targets to get the best from them. Writing is taught well: teachers are now skilled at demonstrating how to write and enthusing pupils about writing for different purposes. In mathematics, the good teaching of correct vocabulary is reflected when pupils give explanations or answer questions. Teaching of 'hands on' science experiments is less successful because it doesn't happen often enough and it is too often a case of pupils following instructions rather than genuinely 'finding out' for themselves.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and provides well for all groups of pupils, including for their health and emotional education. Interesting visitors and activities beyond the school gates provide substantial enrichment. These extend pupils' experiences and help to develop their thinking, team and social skills. Pupils are very appreciative of what is on offer. Whilst literacy and numeracy lessons are given priority, the creative subjects are also highly valued. The school is working towards a curriculum designed to develop skills across subjects. A good example of this approach was seen in Year 6, with art, geography and literacy coming together in pupils writing, painting and understanding of volcanic eruptions. However, this is not yet a consistent picture throughout the school. In the Reception class, work is carefully planned in all areas of learning and a good balance is struck between teacher directed and self-chosen activities. The school has improved its information and communication technology (ICT) provision since the last inspection and its more frequent use in lessons promotes more stimulating teaching and learning.

## **Care, guidance and support**

### **Grade: 1**

'Happiness, love and security abound': this part of the school's vision statement is realised in the outstanding level of care provided for its pupils. Staff know pupils very well indeed and, in turn, pupils feel secure and valued. They say they feel particularly well supported by other pupils who act as 'peer mediators' and 'play leaders'. Parents are very happy with the care provided. The school places high priority on pupils understanding the feelings of others, which has a positive impact on behaviour and attitudes. Arrangements for child protection, minimising risks to pupils and ensuring their health and safety are exemplary. There are many opportunities for pupils to succeed and have their achievements recognised. Partnerships with parents and other agencies are strong. They have a very positive impact on pupils' progress, especially for those with learning difficulties and/or disabilities. Procedures for tracking pupils' progress and involving them in setting targets for their learning are particularly effective in mathematics and English.

## Leadership and management

### Grade: 2

Leadership and management are good. A central thread of the strong leadership of the headteacher is the way he bases his actions on the clear vision statement created and owned by staff, governors, parents and pupils. The governing body has a clear understanding of its responsibilities and carries them out effectively. The deputy headteacher skilfully leads the staff in the implementation of change and the outcome is a team keen to ensure the continual improvement of education and care. A key strength of the headteacher's leadership is his outstanding commitment to inclusion and the provision of opportunities for all, demonstrated in the school's successful funding bid to enable more pupils to learn to play a musical instrument.

Procedures through which the school judges how successful it is are thorough and effective. Consequently, the school has a clear view of what it does well and what needs to be improved, though it undervalues the extent of some of its successes. There is, therefore, good capacity to improve further. The effectiveness of the way the school looks at its performance and plans the way ahead can be seen in the recent improvements in writing. Analysis of test results has led to better teaching and more effective deployment of teaching assistants. However, although subject leaders' views and analyses are taken into consideration, these analyses are not always as sharp and useful as they might be because they lack a perspective gained from observing and talking to pupils at work in lessons. For example, plans to develop science do not have enough emphasis on improving the way investigations are carried out.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, we visited your school recently to find out how well you are cared for and how well your teachers are helping you to learn at St Philip's. We looked at some of your lessons and your written work. We talked to your teachers and some of your governors and parents. This letter is to tell you what we found out.

We think your school is good and that some things about it are outstanding. The things we liked most are:

- the excellent way in which all the people in school care for you and help you to succeed
- the tremendous way you help each other around school and in the playground
- the way you enjoy lessons, work hard for your teachers and get good results in your SATs
- the good work of your teachers and teaching assistants in helping you learn
- the wide range of activities you can take up outside school.

There are two things that we have asked your teachers to do next:

- we would like them to spend more of your lesson time on exciting 'hands on' science investigations
- we have asked them to go into each others classes to see you at work in the subjects they are in charge of.

What you will need to do is rise to the extra challenges set in science! If you continue to work hard we're sure that you will manage to do so.

Thank you so much for welcoming us and being so helpful and friendly. We really enjoyed talking to you and listening to what you had to say about yourselves and your school.