



St Philip (Westbrook) CofE Aided Primary School

Inspection Report

Unique Reference Number 111385
LEA Warrington
Inspection number 278676
Inspection dates 3 October 2005 to 4 October 2005
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

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|------------------------------------|--------------------|---------------------------|------------------|
| Type of school | Primary | School address | Westbrook |
| School category | Voluntary aided | | Warrington |
| Age range of pupils | 4 to 11 | | Cheshire WA5 8UE |
| Gender of pupils | Mixed | Telephone number | 01925 445391 |
| Number on roll | 408 | Fax number | 01925 411759 |
| Appropriate authority | The governing body | Chair of governors | Mr Ian Herbert |
| Date of previous inspection | 11 September 2000 | Headteacher | Mr Phil Carswell |

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average sized Church of England Voluntary-Aided primary school for pupils age 4 to 11. A few pupils are at an early stage of learning English as an additional language. A below average proportion of pupils are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is well below average (1%). The local area is socially and economically advantaged. Children's attainment on entry is above average. A well below average number of pupils on the list have learning difficulties and/or disabilities. Six pupils have statements of special educational needs, which is about average. The school has Artsmark Gold status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Standards by the end of Year 6 are well above average. Inspectors agree with the school's view of its overall effectiveness. Provision in the Foundation Stage is sound; however, the limitations of the accommodation for the youngest pupils do not enable teachers to plan sufficient opportunities to extend children's learning in a suitable outdoor area. Pupils enjoy coming to school. Behaviour is outstanding, particularly that of older pupils and they respond very well to the school's supportive care. Pupils make good progress, including those with learning difficulties and/or disabilities, because teaching is good. All pupils are valued at the school and there are no significant differences in the rates of progress of different groups of pupils. Pupils have good opportunities to lead healthy lives through the good provision of sporting activities both in lessons and in out of school clubs. The school council provides a contribution to the smooth running of the school. Leadership and management of the school are good. Governance is effective. The school has a wealth of data about pupils' attainment, but does not use it well enough to maximise pupils' achievement. Improvement since the last inspection is good. The school has good capacity to improve further because of the quality and the commitment of staff and in the way they work together for the benefit of pupils. The school provides good value for money.

What the school should do to improve further

- Use data about pupils' attainment more rigorously to monitor their progress and to set challenging targets to raise standards further.
- In the Reception classes, increase opportunities to extend children's learning in the outdoor environment, as already identified by the school.

Achievement and standards

Grade: 2

Inspectors agree with the school's evaluation that achievement and standards are good. Children in the Reception classes make sound progress relative to their above average attainment when starting school. In Years 1 and 2, pupils build well on their prior attainment and make good progress so that by the end of Year 2 standards are well above average in reading, writing and mathematics.

Most pupils continue to make good progress in Key Stage 2. Standards are well above average by the end of Year 6, and have been significantly above the national average in English, mathematics and science, since the last inspection. In recent national tests at the end of Year 6 almost all pupils achieved the level expected for their age in English and mathematics. However, a few more capable pupils did not do as well as expected and the school's target for the proportion of pupils to reach the higher level in writing was not quite met. The school has identified that its tracking of pupils' progress, although sound, needs to be more rigorous throughout the school.

Pupils, including those with learning difficulties and/or disabilities, enjoy their learning because of good and sometimes outstanding teaching. By the end of Year 6, pupils are well prepared for the next stage of education because of their good acquisition of basics skills in literacy, numeracy and information and communications technology (ICT).

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils flourish in the school's inclusive atmosphere that reflects its Christian status. Involvement of pupils in the writing of class codes of behaviour through the work of the school council, and pupils' participation in the wide range of arts activities contribute well to their spiritual, moral and social development. Pupils are tolerant of one another and this is strongly reflected in harmonious relationships. Pupils know about Egyptian and Greek cultures and life in countries such as India, but their knowledge of major world religions is less secure.

Pupils enjoy school very much and attendance is good. Behaviour is outstanding. Pupils take pride in their school and appreciate the efforts staff make to meet their needs. Older pupils talk fluently about their learning and the school's creative and rich curriculum motivates them to work hard. Pupils have a sensible attitude towards their own health and safety. They understand the reasons why they should eat a healthy diet and enjoy participating in sport and exercise. Pupils have a good range of opportunities to contribute to the local community. Older pupils work industriously and outstandingly well together during lessons because of the high expectations of staff and the effective organisation of learning: this prepares them well for future learning both socially and academically.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because teaching and learning are good. The key feature of teaching is the way that teachers plan their lessons, often together. A range of activities captures and keeps pupils' interest; consequently, the great majority of pupils are eager to learn. A Year 4 pupil said of the tasks in a reading lesson, 'We like doing these things because they're fun'. Work is matched well to pupils' individual needs and this means there are no significant differences in the learning of different groups of pupils. Nevertheless, assessment information is not always used to best advantage for target setting or tracking pupils' progress.

Support teachers and classroom assistants play an important part in promoting the progress of different groups of pupils. They work effectively with class teachers to give pupils a high level of individual help that promotes good quality learning for all pupils.

Little time is wasted in managing behaviour because relationships are very good and teachers have clear expectations of work and behaviour. Pupils respond well to the consistent messages they receive and work very well together.

Imaginative changes in activity maintain the pace and interest of lessons. Occasionally, groups of pupils who are not directly supervised are slow to complete their tasks and do not make as much progress as others.

Curriculum and other activities

Grade: 2

The curriculum fully meets national requirements. The wide range of learning opportunities engages all pupils and motivates a strong commitment to learning. Provision for English, mathematics and ICT is good and makes a strong contribution to well above average standards. Artsmark Gold Award recognises the strong emphasis on the arts. Visual arts work is outstanding and its impact can be seen in the displays, which contribute to the stimulating learning environment. Art, music, dance and drama, are used creatively to enhance learning in other subjects. A distinctive feature of the school is the development of children's thinking skills; children are aware of what they are learning and why. The curriculum is enriched by residential visits, a wide range of after school activities in sport, music and art, visits to local places of interest and by visitors to school. In the Foundation Stage, provision is satisfactory; the school does not have an outdoor area to broaden children's learning.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Most parents value these aspects of the school's work. One parent's comment captured the feeling of most 'St Philip's is a safe loving environment that encourages school/parental partnership to enhance the children's well-being, education and social skills'. Child protection procedures are good and regular training is provided for staff. Thorough risk assessments are carried out. Bullying is rare and members of staff deal with any incidents swiftly. Very good relationships between staff and pupils results in pupils enjoying school and feeling secure, which enable them to make good progress. Arrangements for monitoring pupils' academic progress are sound, but pupils are not always fully aware of what they should do to improve. The headteacher has a good understanding of the progress each pupil makes and identifies where support is needed; however, information about pupils' progress over time has only recently been used by teachers to set targets for pupils in all classes. The procedures for monitoring pupils' personal development are informal but are effective in practice because the staff know the pupils well.

Leadership and management

Grade: 2

Leadership and management are good. The school has made good progress since the previous inspection. The school's self-evaluation is accurate and is closely matched by the inspection findings.

The headteacher has a clear vision for the school's development that is shared by the whole staff. The result is a consistency of approach and a purposeful, learning atmosphere that help all pupils make good progress. Further, the school has a good capacity to improve - areas for improvements are identified and action taken.

At middle management level, the innovative leadership the innovative leadership of teams of staff teaching each year group, linked with the system of subject leadership, is very effective in raising standards. Very good joint planning works particularly well in promoting good teaching and learning. The success of this initiative is seen in the way learning is organised and consolidated across subjects. The monitoring of standards of teaching and learning in each classroom is managed sensitively and its link to professional development for staff has had a positive effect. The efficient management of support for pupils with additional learning difficulties and/or disabilities is a major factor in promoting good progress for pupils of all levels of capability.

The governing body meets all its statutory obligations. Governors take a keen, informed interest in the school. They support the school well while holding it to account for standards and achievement.

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Inspection judgements

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

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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 | 3 | 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

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ 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

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

The quality of provision

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

¹ 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

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 3 | 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 |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| 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 |
| The extent to which providers ensure that learners stay safe | |
| 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 |
| The extent to which learners make a positive contribution | |
| 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 |
| The extent to which schools enable learners to achieve economic well-being | |
| 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

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school.

- You behave extremely well and work hard in lessons and all get on so well together.
- You are taught well so that you make good progress in your learning.
- Your attendance is good and you really enjoy school.
- The headteacher, staff and governors look after you well and know how to make your school better.

What we have asked your school to do now.

- We want the teachers to use information they have about your progress better so they can tell you how you can improve your work and to set targets for you to try to achieve.
- We agree with the governors that there is a need for an outdoor area for children in the reception classes to enable more learning to take place outdoors, and have asked them to act on this as soon as possible.

We appreciated talking to you about our work and watching you learn, we wish you well for the future.