

St Philip's Church of England Primary School

Inspection report

Unique Reference Number	105944
Local Authority	Salford
Inspection number	355866
Inspection dates	19–20 July 2010
Reporting inspector	Brian Dower

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Rev Andy Salmon
Headteacher	Mrs Hazel Brady
Date of previous school inspection	11 September 2007
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Introduction

This inspection was carried out by two additional inspectors. They visited six lessons and observed six teachers. Visits were also made to the Little Pips playgroup and to classrooms to look at pupils' books and talk to individuals about their work. They held meetings with the Chair of the Governing Body, a representative of the local authority, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including monitoring and assessment records, displays, pupils' files, minutes of governing body meetings, school improvement planning and curricular and lesson plans. 29 questionnaire returns from parents and carers were analysed, together with 10 from staff and 37 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effective the school is in providing for pupils' emotional, social and language development
- the level of pupils' basic skills and how well they are prepared for the next stage in their education
- the extent to which past low attainment is being addressed
- the use of assessments to plan suitably challenging learning activities and guide pupils on how to improve their work
- the rigour of strategic planning and the appropriateness of the priorities for improvement.

Information about the school

The school is much smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is high, as is that of pupils with special educational needs and/or disabilities. There are two resource units for pupils with language and communication difficulties. Pupils are predominantly White British, with a very small minority from other ethnic backgrounds. About 10% of the pupils joined the school part way through their primary education. The school has a number of awards, including the Healthy School Status and the Silver Eco School award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school where pupils enjoy their work. Attainment is below average and achievement is satisfactory for all groups of pupils, given their low starting points. The learning and progress seen in lessons, and evident from the range and quality of the work in books, are good.

Pupils progress well, particularly in their social and emotional development and in their attitudes to learning. The building blocks for this are laid in the Early Years Foundation Stage, where achievement is good. Behaviour is outstanding across the school. Pupils talk confidently about how safe they feel and are hard put to think of any instances of bullying. They have a good understanding of how to stay fit and well and they eat healthily in school and take plenty of exercise. The older pupils take on responsibilities, helping to look after the younger ones and playing an active part on the school council in fundraising. All are involved in the life of the local community through sport, music and drama, and through links with businesses. Pupils have a good understanding of the diversity of society, show sensitivity to the needs of others and they know right from wrong. Their social, moral, cultural and spiritual development is good.

There have been improvements in the accuracy of assessments and in their use. Although exemplary marking was seen in English, it is not used as effectively in mathematics. In both subjects, there are few opportunities for pupils to evaluate their own progress and at times they are given too little time to think through problems for themselves. The presentation of work in science sometimes lacks clarity. The well planned curriculum adds to pupils' enjoyment through a wide range of extra-curricular activities and the take up for these is high. Pupils who are potentially vulnerable make rapid progress in their personal development and good progress academically because of the quality of the care and support they receive and the school's close and supportive links with their families.

Self-evaluation is accurate and appropriate plans are in place to take the school forward. This is an improving school because working relationships between staff and pupils are excellent and adults are ambitious for its success and committed to the latter's welfare. As a result, there is a sense of purpose and common endeavour. The improvements in provision and the rise in attainment by the end of Year 6 show that the school has a good capacity to build on what has already been achieved.

What does the school need to do to improve further?

- Improve the rate of progress in the core subjects of English and mathematics, by:
- – ensuring that pupils can understand for themselves how well they are doing and

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what to do to improve

- – giving pupils more time to think for themselves
- – ensuring that there is regular written guidance in mathematics' books on how to improve
- – increasing the amount of extended writing in English.
- Improve the rate of progress in science, by:
 - – ensuring pupils' know how to order and record each stage of their investigative work
 - – developing pupils' ability to use diagrams and charts to illustrate their records.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Attainment in English and mathematics is rising strongly from the past low levels. The school's assessment records and inspection evidence show that Year 6 pupils are on course to exceed the performance in 2009 in both subjects. In Year 2, standards have risen significantly in reading and there has been a slight improvement in writing and number work. In the language resource units, progress is consistently good and at times outstanding. Overall, pupils say they make good progress and talk enthusiastically about their achievements and the many activities they participate in outside the classroom. They enjoy singing and drama and all participate in school productions. They undertake a range of investigative work in science but some pupils have yet to master the techniques of presenting their findings logically and clearly and with the appropriate illustrations. The quality of the work in art and design is satisfactory and those pupils spoken to say that they would like more time given to the subject. Pupils have satisfactory information and communication technology skills. Their basic skills of literacy and numeracy are also satisfactory but improving, because of the development of cross-curricular topic work. Listening skills are good and pupils are confident when speaking. Pupils in the language resource units progress rapidly in their speaking and listening skills because of highly skilled teaching. Pupils are exceptionally well prepared for the next stage in their learning in terms of their dispositions and attitudes to work. Though attainment is low, because pupils are so positive about learning and work well independently and in groups, their preparation for the next stage in their education is satisfactory overall.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants have a good understanding of pupils' emotional and social needs and provide the care and support to meet them. They have raised their expectations of what pupils can achieve academically by providing challenging and interesting learning activities. As a result, barriers to learning are broken down and attainment is rising. In lessons, adults monitor progress closely, giving timely help when misconceptions arise, though pupils do not get consistently enough advice about how well they are doing and what they need to do to improve further. Teachers sometimes spend too much time in lessons giving instructions and as a result, pupils have insufficient time to think for themselves and work independently. Even the outstanding teaching seen in the language resource unit failed to use the technology available to get the pupils doing more of the work and the teacher less. Pupils are given challenging tasks by having to write for different purposes, for example, in their topic work, but the amount of extended writing in English lessons is often limited. Teachers have good subject knowledge and have planned a balanced curriculum. Enrichment activities are extensive and do much to broaden pupils' understanding of the world around them. The personal, social, health and citizenship education programme makes a significant contribution to pupils' good understanding of how to stay healthy and to their moral, social and cultural development. Spiritual development is good because pupils are encouraged to reflect on their relationships with others and the natural world.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have an ambitious vision for the school and the drive to realise them. They meet the needs of the community it serves. There is a carefully planned approach to working closely with parents and carers and involving outside agencies to provide the best possible support and care for pupils. As a result, the school is having a very positive impact on community cohesion. It is a harmonious and well ordered learning environment. Many parents and carers look to it for guidance on how to support their children in their learning and personal development. Permeating this approach are the school's Christian values, its commitment to equality of opportunity for all and its effective approach to tackling discrimination. This is evident in the inclusion of pupils in the language resource units in every aspect of school life. The school accepts that academic attainment is low and has appropriate development plans in place to speed the improvements already seen. Partnerships with other institutions and the support given by voluntary helpers add to the quality of the education the school provides. Governors are well informed and they are closely involved in the school's day-to-day life. They play their part in forward planning. Safeguarding procedures are effective. Safe working is evident in daily routines and in the frequent health and safety and risk assessment checks undertaken. The school gives satisfactory value for money when judged against pupils' overall satisfactory achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When they start school, children's skills vary, but overall are low, particularly in their emotional, social and language development. Children settle quickly and are soon happy because the close links with parents and carers and outside agencies smooth induction and the unit is warm and welcoming. Staff know the children and their families well and have a good understanding of how such young children learn and develop. Many children have attended the Little Pips playgroup where they have made good progress by learning how to play and share together. The provision and management there are good and the playgroup complies with registration requirements. Nursery and Reception staff monitor children's development well, indentifying need at an early stage and providing effective care and support. Progress is good and by the time they start Year 1 children have become socially and emotionally more mature, enjoying school and relating well to each other. This is because there are extensive opportunities for them to learn and play independently and together, both indoors and in the outdoor areas. Staff strike the right balance between adult-led and child-initiated activities. The curriculum covers all areas of learning, with opportunities for imaginative and structured play. It is in children's language development and number work where progress is less rapid. The children's welfare is always paramount and safeguarding arrangements ensure their security. The leadership of the unit is good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost half the families with children in the school returned completed questionnaires. Almost all were supportive of the school and recorded the appreciation of parents and carers for the efforts staff make to ensure that pupils are cared for and supported. Only two written concerns were raised. One related to bullying, which pupils' views and the school's incident logs showed occurred very rarely. The other stated that a child was unhappy in school but liked the staff. The anonymity of that return and the lack of specifics to follow up meant that inspectors can only advise this parent or carer to

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pursue such concerns with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Philip's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	79	5	17	1	3	0	0
The school keeps my child safe	24	83	5	17	0	0	0	0
The school informs me about my child's progress	20	69	9	31	0	0	0	0
My child is making enough progress at this school	20	69	9	31	0	0	0	0
The teaching is good at this school	21	72	8	28	0	0	0	0
The school helps me to support my child's learning	20	69	9	31	0	0	0	0
The school helps my child to have a healthy lifestyle	16	55	12	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	59	12	41	0	0	0	0
The school meets my child's particular needs	19	66	9	31	1	3	0	0
The school deals effectively with unacceptable behaviour	18	62	10	34	1	3	0	0
The school takes account of my suggestions and concerns	20	69	7	24	2	7	0	0
The school is led and managed effectively	20	69	7	24	2	7	0	0
Overall, I am happy with my child's experience at this school	22	76	6	21	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 July 2010

Dear Pupils

Inspection of St Philip's Church of England Primary School, Salford, M3 5LF

Thank you for the warm welcome we received when we visited you. We really enjoyed our time with you and were impressed by how hard you are working. You made a valuable contribution to the inspection by telling us so much about your school.

We found it to be providing you with a satisfactory standard of education. You enjoy your lessons and your behaviour is outstanding. You make very good progress in your personal development. For example, you are polite and well mannered and you work well together and help each other. You have an excellent attitude to work, always trying your best in lessons and taking part in the many after school activities. These qualities will serve you well in the future.

Your academic attainment is below the average for your age but it is improving. Pupils in Year 6 are working at a level which is higher than last year's Year 6. There are some things that could be done to make sure the improvements continue. We have asked that you are told how to work out for yourselves how to make your work better and that in mathematics lessons teachers' marking helps you to do this. Sometimes you need more time to think through problems and we have asked that this be given. We have also requested that you do more writing and that you are given help on how to set out your written record of the work you do in science.

You have an important part to play in improving your school and can do this by continuing to work hard and being supportive of each other. Our best wishes to you all.

Yours sincerely

Mr Brian Dower

Lead inspector

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