

Inspection of St Philip (Westbrook) CofE Aided Primary School

Westbrook Centre, Westbrook, Warrington, Cheshire WA5 8UE

Inspection dates:	29 and 30 April 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

This is a school where aspirations are high and pupils thrive. Staff greet pupils each morning with a warm and welcoming smile. The school's values permeate all aspects of school life. One pupil reflected the views of many by saying 'St Philips welcomes you for who you are'. Pupils feel happy and safe here. They delight in everything that the school has to offer.

Pupils' behaviour around the school is exemplary. They are polite, courteous, and considerate of staff and each other. Routines for excellent behaviour are established well in the early years. These high expectations continue throughout the school. This makes the school a calm and purposeful place of learning.

The school is highly ambitious for all. Those pupils with special educational needs and/or disabilities (SEND) and those for whom English is an additional language are supported well. The school sets 'no limits' to what pupils can achieve. Pupils happily rise to this challenge and typically achieve exceptionally well across the curriculum. This is also the case for children in the early years who get off to a flying start and are incredibly well prepared for moving up to Year 1.

There is an impressive range of opportunities that extend pupils' wider development. These opportunities are available to all pupils. Lunchtime and after-school clubs enhance and develop pupils' interests and talents. Whether it is ventriloquism club or darts, coding or choir, there is something for everyone.

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

The school has developed a culture of aspiration based on the highest expectations for all pupils. Dedicated and caring staff share a commitment to excellence. Together, they have carefully developed an exceptionally rich and ambitious curriculum.

The school's 'aim high' curriculum identifies clearly the important knowledge that pupils should learn and when they should learn it. Activities are purposefully designed to meet the needs of learners extremely well. This means that pupils develop a deep understanding of the subjects they study. Pupils, including those with SEND, achieve exceptionally well. This is demonstrated consistently through the outcomes that pupils achieve in national tests at the end of key stage 2.

The curriculum is filled with opportunities for pupils to build on the ideas and concepts they have previously been taught. For example, the school's oracy strategy begins in the early years with a focus on developing children's vocabulary and listening skills. By Year 6, pupils can confidently articulate their opinions, debate issues and make links across subjects that they have been taught.

The school has highly effective processes in place to accurately identify any additional needs that pupils may have. As a result of carefully considered adaptations, the school

ensures pupils with SEND are able to access the same ambitious curriculum as their peers.

The school's early reading programme is taught with precision. From the start of the Reception Year, pupils are taught to read and begin writing to an impressive standard. This helps them to be confident and ready for Year 1. Any pupils who find reading difficult keep up with their learning because of highly effective support. The books that pupils read are well matched to the sounds that they have learned. Consequently, most pupils are confident and fluent readers by the end of Year 2. Older pupils read widely and often. They understand the importance of reading as a life skill.

The provision for pupils' personal development is a remarkable strength of the school. It carefully crafts its offer to ensure that pupils develop into responsible citizens of the future. All are encouraged to become leaders in one of the many roles available to them. The school's work on 'courageous advocacy' helps pupils to understand how they can challenge injustice. Through engaging in social action projects, pupils deepen their sense of social responsibility. The peaceful campaign undertaken by the school to save the local library from closure is an example of how pupils spoke out against this issue and ensured that their voice was heard.

Governors are clear about their strategic role and responsibilities. They carefully monitor the developments within the school. They provide exceptional support and challenge, holding the school to account for the quality of education that pupils receive.

The school is mindful of the workload and well-being of staff in the decisions it takes. Staff value this and are proud to be part of this school community. This view was echoed by the vast majority of parents and carers who view the school as a place where their children can flourish and grow.

Safeguarding

The arrangements for safeguarding are effective.

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	111385
Local authority	Warrington
Inspection number	10321323
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	587
Appropriate authority	The governing body
Chair of governing body	Lee Herridge
Headteacher	Paul Stanley
Website	www.stphilipwestbrook.co.uk
Dates of previous inspection	18 and 19 April 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision for pupils.
- The school runs breakfast and after-school provision for pupils.

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.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with members of the governing body, including the chair of governors.

She also spoke, by telephone, with representatives of the diocese and of the local authority.

- Inspectors conducted deep dives in these subjects: early reading, mathematics, art and design, history and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, considered samples of pupils' work and spoke to some pupils about their learning. The lead inspector also listened to some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum and samples of pupils' work in some other subjects.
- 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 at various times in the school day. This included during lessons as well as at playtime, lunchtime and at the before- and after-school provision.
- Inspectors met with groups of pupils to ask about their experiences of school.
- Inspectors considered the views expressed by parents and carers in their responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with some parents as they brought their children to school at the start of the school day.
- Inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Pat Speed, lead inspector	His Majesty's Inspector
Joanna Atherton	Ofsted Inspector
Philip Barlow	Ofsted Inspector
Elizabeth Hulse	Ofsted Inspector

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