

St Ignatius Catholic Primary School

Green Street, Sunbury-on-Thames, TW16 6QB

Date of inspection by Westminster Diocese: 25 January 2019



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The Religious Education Curriculum Directory forms the basis for the content of religious education.
- All pupils, including those from other faiths, achieve well in religious education given their starting points when joining the school.
- Pupils get a good start in Early Years Foundation Stage in a stimulating and nurturing learning environment.
- Teachers create a positive climate for learning and teaching is good overall. Pupils show good knowledge and skills in their understanding of the Scriptures. The religious literacy of pupils is good and is evident in their ability to talk confidently about their knowledge and understanding of their faith. Behaviour for learning is of a high standard and pupils demonstrate positive attitudes both in class and around the school.
- The leadership and management of religious education is good and the senior leadership team are committed to raising the place of the subject. School self-evaluation is very honest and accurate. The governing body support, challenge and encourage the provision of religious education effectively.

Classroom religious education is not yet outstanding because

- Systems and structures are not yet sufficiently embedded to ensure the highest quality teaching, monitoring and feedback to pupils.

B. The Catholic life of the school is outstanding

- The school meets the 10% curriculum time requirement of the Bishops' Conference of England and Wales.
- It is evident to all that religious education is at the heart of the school and the school motto 'Achieving our best by learning together and serving one another,' permeates all that the school embodies. The Catholic identity of the school is very evident in the number and quality of artefacts and displays both inside and outside the school building.
- Worship and prayer are integral to the day-to-day life of the school. The liturgical year is the foundation of all experiences and opportunities for prayer and reflection.
- Pupils are actively engaged in supporting those in need and have a clear understanding of their call to service, underpinned by an awareness of Catholic Social Teaching.
- Parents are overwhelmingly positive and very appreciative of the school's impact on their children's faith journey.
- The leadership of the executive headteacher, head of school and senior leadership team in promoting the Catholic life of the school is outstanding. Governors are very well informed and provide good challenge and support. They are ambitious for the school and its future after a previously turbulent period of leadership.

A. Classroom Religious Education

What has improved since the last inspection?

The school has experienced a difficult period since the last inspection and has had a turbulent leadership journey. The school now has a stable leadership team that are working hard to make improvements in all areas of religious education. The religious education curriculum is now beginning to provide challenge for all pupils although there is still work to be done which the school recognises. Religious education (RE) is now monitored regularly and feedback to staff provided along with good quality support. The school now has the capacity to move forward to make rapid and sustained improvements.

The content of classroom religious education is good

The school ensures that all its teachers are confident in their understanding of the Religious Education Curriculum Directory. This has been important in the last three years with the turnover of teachers joining the school. The addition of further support materials and knowledge of Catholic Social Teaching was evident across the school from staff and pupils alike. The use of the Bible was a strength in the classroom both in the pupils' familiarity with looking up passages and in their knowledge of a number of texts. Other faiths are appropriately introduced and taught and are evident in displays and special focus areas around the school.

Pupil achievement in religious education is good

Pupil achievement in religious education is good. Pupils generally make expected progress across the school although the higher levels are an on-going area for development. The school plans with attainment targets in mind and regularly moderates achievement both internal and at deanery level. The school are realistic and honest about children's achievement and are working on challenge for all pupils. Pupils behave well in lessons, work together and contribute enthusiastically which allows them to make good progress. Pupils demonstrated good religious literacy in the lessons that were seen and in their books, which is further evidence of the good progress they are making. Pupils do not yet have a full understanding of how to improve their work, which the school has already identified in its action plan.

The quality of teaching is good

The quality of teaching is typically good across the school with some elements of outstanding practice. In the best lessons observed, teachers had good subject knowledge, challenged pupils to think at greater depth and made links with scripture and how it can influence decisions in pupils' daily lives. In a Year 6 lesson pupils were challenged to make links between Pope Francis' encyclical, 'Laudato Si', and a video about the overuse of plastic in the world today. Staff are well supported by the leadership team who recognise the strengths and areas for development required. Pupils are fully engaged and show great respect for each other and their teachers. They work well in groups, pairs or on their own and are confident in giving answers and making suggestions. Behaviour is exemplary, showing interest, focus and motivation for learning. Teaching assistants are not effectively deployed in some classes to support pupils in their learning. However, pupils who have special educational needs and /or disabilities are very well supported in this school. The school has a strong commitment to inclusion and this is reflected in daily classroom practice and support.

The effectiveness of leadership and management in promoting religious education is good

Leadership and management of religious education are good. The long-standing, part time RE leader is ably supported by the newly appointed head of school. Together with the executive headteacher they show a determination to ensure that the teaching of religious education is at the forefront of the school's work. The school has experienced a turbulent period where religious education was not given the importance it deserves. The highly experienced executive headteacher together with the governing body have worked tirelessly to bring religious education alive at St. Ignatius School. A parent told inspectors that, 'things have improved year on year since the new leadership team have been in place.' Staff receive appropriate induction and continuing professional development and have opportunities to attend diocesan training. The school now has the capacity to move forward and ensure the highest possible provision is available to pupils, staff and parents. Religious education is once again a core subject with the focus on improving teaching and learning across the school.

What should the school do to develop further in classroom religious education?

- Embed systems and structures to improve the challenge in teaching, the impact of monitoring and feedback to pupils to ensure the highest quality of religious education.

B. The Catholic life of the school

What has improved since the last inspection?

The key aspects of Catholic Social Teaching now underpin most aspects of school life and are a strength of the school. Pupils are now provided with regular opportunities to plan and lead worship across the school from an early age.

The place of religious education as the core of the curriculum

is outstanding

It is evident to all who enter into this school that religious education is at its heart. Displays are abundant, vibrant and have Christ at the centre. Religious education is now rightly comparably resourced in line with other core subjects. 10% of curriculum time is devoted to the teaching of religious education across all key stages. Teachers have very good subject knowledge of religious education in accordance with the Religious Education Curriculum Directory for England and Wales evidenced in planning and the delivery of the curriculum. Other faiths such as Judaism, Hinduism, Sikhism and Islam are studied across the year and displays are evident around the school. Newly qualified teachers are very well supported in learning about the teaching of religious education. The governors, together with the leadership team, offer outstanding support in the development of Catholic life.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Prayer and worship are central to the life of the school. The liturgical year is the foundation for all prayer and worship experiences. Classrooms all have appropriate prayer focus areas and displays as well as many places around the school building. The 'Value Tree' has a prominent place in classrooms and in other areas within the school building. Pupils have the opportunity to contribute to the 'Value Tree' and were happy to share their reasons. The prayer wall in the school corridor gives pupils the opportunity to place a prayer during their break times. The prayer garden is available to pupils during break and lunchtime as well as to teachers for class worship when appropriate. Pupils were eager to share their love for Christian meditation and how it helps them to 'calm down, think and reflect.' The school has a value each month which is shared with parents through the regular newsletters and information on the school website. Pupil led worship is developing across the school and pupils are confident in planning, preparing and leading these acts. Each class has a specified saint and they learn about these saints in detail as they go through the school.

The contribution to the Common Good – service and social justice –

is outstanding

Pupils are regularly exposed to Catholic Social Teaching at St Ignatius School so that they learn from an early stage how to put faith into action, locally, nationally, and internationally. At their own levels, the pupils understand very well the foundation of their work for charities. They support a number of charities such as Cafod, The Passage, The Catholic Children's Society and Sunbury Food Bank. Pupils can articulate the theology that underpins their call to action and do so enthusiastically. They have a range of opportunities during their time at school to demonstrate their call to service and social justice such as; school prefects, monitors, school council and the eco council to name a few. Pupils' spiritual, moral, social and cultural development is excellent. The school has recently introduced 'Mini Vinnies' and they are eager to start in their new roles, which is an area for the school to develop.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

After a difficult time in the school's journey the executive headteacher has reconnected links with the diocese and has a positive working relationship with deanery schools. The school tries to work closely with both local parishes. Mass is celebrated both in school and church regularly and parents and parishioners are invited to attend these celebrations. The Bishop has attended the school to celebrate Mass and bless the statue of the Sacred Heart when the prayer garden was refurbished and more recently for the occasion of the school's 50th anniversary. Staff and governors attend a range of training at diocesan and deanery level. Parents are overwhelmingly supportive of the school and its work and recognise the positive changes over the last few years. Many spoke of the school being 'friendly, supportive and ready to listen.' One parent from a non-Catholic background spoke with an inspector, saying 'I'm happy that my child is part of this Christian community.' The governing body shows a clear commitment to Catholic education in its decision to support the executive headteacher in supporting another local Catholic school part time.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The quality of leadership and management of religious education is outstanding. The executive headteacher is the driving force behind the improvements at St Ignatius over the last few years. Her passion to grow leaders of the future, together with the clear vision for the school amongst the senior leadership team shows a commitment to continued improvement and striving for excellence. Her pro-active and inspirational drive, her vision for the school and the school's impact upon the wider community, are hallmarks of this Catholic school. Professional development opportunities are well managed and allow for both whole school and individual training. The whole school reflects the vision of the leadership team in the relationships displayed by all members of the community and in the respect and care they show for each other.

What should the school do to develop further the Catholic life of the school?

- Develop the role of the newly appointed 'Mini Vinnies'.

Information about this school

- The school is a two-form form entry Catholic primary school in the locality of Spelthorne, Surrey.
- The school serves the parishes of St Ignatius, Sunbury-on-Thames and St John Fisher, Shepperton.
- The proportion of pupils who are baptised Catholic is 77%.
- The proportion of pupils who are from other Christian denominations is 12% and from other faiths is 5%. The remaining 6% are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 67%.
- The number of teachers with a Catholic qualification is 2.
- There are 17% of pupils in the school with special educational needs or disabilities of whom 3 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is below average.
- The number of pupils speaking English as an Additional Language is below average.
- There is a well below average rate of families claiming free school meals.
- 41 pupils receive the Pupil Premium (10%).

Department for Education Number	9363459
Unique Reference Number	125214
Local Authority	Surrey

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number of pupils on roll	408
The appropriate authority	The governing body
Chair	Mr Matthew Soane
Executive Headteacher	Mrs Helen Andrews
Head of School	Mrs Charlotte Hendy
Telephone number	01932 785396
Website	www.st-ignatius.surrey.sch.uk
Email address	admin@st-ignatius.surrey.sch.uk
Date of previous inspection	2 July 2014
Grades from previous inspection	
Classroom religious education	Good
The Catholic life of the school	Good

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 11 lessons or part lessons were observed.
- The inspectors attended 1 assembly and 3 acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Ann Staunton

Lead Inspector

Miss Elizabeth Doonan

Associate Inspector

Mrs Mary Ainger

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

Vaughan House
46 Francis Street,
London
SW1P 1QN

T: 020 7798 9005
E: education@rcdow.org.uk
W: <http://rcdow.org.uk/education>