



St Ignatius Catholic Primary School

Green Street, Sunbury on Thames, Middlesex TW16 6QB

Date of inspection: 2nd July 2014

A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade 2

The overall effectiveness of classroom religious education in developing pupils' religious literacy is good. The curriculum is based on the delivery of the Curriculum Directory supported by the 'Year of Faith' units and the Islington Religious Education programme. Pupils generally make good progress in their subject knowledge of the Catholic faith through the expectation of their teachers. Pupils have positive attitudes to learning and enjoy their religious education lessons. Attainment is generally good when measured against national levels. Self-evaluation is up to date and illustrates an awareness of the development areas for religious education. There is evidence of action being taken in areas which require improvement. Good leadership of religious education supports staff as they seek to provide good quality religious education. There are good systems in place for monitoring all aspects of teaching and learning as well as regular participation in deanery and diocesan moderation.

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade 2

The school offers a good range of opportunities for pupils to experience and reflect on a Catholic way of living and believing. Worship and prayer are given a high profile in school and are well planned and resourced. The celebration of the Eucharist and Reconciliation are offered at key times of the year with pupils' active participation. Religious education is valued and given a good range of resources, which are kept under constant review. Pupils have a good understanding of the Common Good and now need to engage with the theology which underpins the social teaching of the Church. They have many opportunities to develop personal responsibility and engage in action to support those in need locally and in the wider world. There is an appreciation of being part of the local deanery and Diocese of Westminster. Governors make a good contribution to the work and Catholic dimension of the school. They fully understand their role as governors of a diocesan Catholic school.

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited twelve lessons, one liturgy and one assembly, and carried out seven interviews 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.

The Inspection of St Ignatius Catholic Primary School, Sunbury on Thames was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Inspection Team

Mrs Pamela Brannigan	Lead Inspector
Mrs Elizabeth Doonan	Associate Inspector

Description of School

The school is two form entry in the LA of Surrey and the locality of Sunbury. 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 64%. The proportion of pupils who come from other Christian denominations is 20%, from other faiths, 5% with 11% having no faith. The percentage of Catholic teachers in the school is 85%.

There are 403 pupils on roll. There are 2 pupils with statements of Special Educational Need. The proportion of pupils from ethnic minority groups is above average. The number of pupils speaking English as an Additional Language is above average. There is a below average rate of families claiming free school meals. Fifty three pupils receive the Pupil Premium Grant.

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DFE Number:	9363459
URN Number	125214

Headteacher:	Mrs M Neves
Chair of Governors:	Mr M. Soane

Date of previous inspection:	4 th November 2008
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Key for inspection grades:

<i>Grade 1*</i>	<i>Outstanding</i>
<i>Grade 1</i>	<i>Very Good</i>
<i>Grade 2</i>	<i>Good</i>
<i>Grade 3</i>	<i>Requires improvement</i>
<i>Grade 4</i>	<i>Causing Concern</i>

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What has improved in classroom religious education since the last inspection?

There were three areas for development identified in the last inspection. The first was linked to the further development of assessment. Since then the school has put in place a review of assessment in the light of the agreed understanding of levels of attainment and the Curriculum Directory. This has led to an increase in confidence in staff as they assess and plan, although further refinement of planning and assessment is needed.

The second area was to challenge able pupils to enable them to reach higher levels in religious education. This area needs further development although the school is working to give opportunities for more demanding tasks for pupils in Key Stage 2. The subject leader has attended diocesan training in accurate assessment which has been shared with all staff. Currently, moderating sessions take place regularly which has led to an increase in teachers' confidence in levelling pupils' work accurately. The third area was to develop the prayer garden. This has been achieved.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade 2

The Curriculum Directory is the basis of the content of the religious education curriculum with the four areas for study clearly identified in the programmes of study and schemes of work. Good resources are used creatively to ensure the provision of an interesting curriculum. Medium term planning illustrates how the content of the Curriculum Directory is studied across the key stages although further refinement is needed to ensure that all pupils are enabled to build on and deepen previous learning.

Pupil achievement (as well as attainment and progress) in religious education

Grade 2

Pupil achievement, attainment and progress overall is generally good in religious education. Most pupils achieve well and make good progress which is in line with other core subjects. Pupils' attitudes to learning are good and they are confident in their use of religious language. In all classes observed there were a variety of activities and pupils were engaged and eager to discuss their learning, although not all knew how to improve their work. Workbooks and written work are generally well presented with a clear sense of pride. By the end of Key Stage 2 pupils' religious literacy is good.

The quality of teaching

Grade 2

Teaching in the school is good. Lessons observed during the inspection demonstrated that pupils are aware of what they are learning and all made progress. This judgement is in line with the school's own assessment of teaching over time. Workbooks show progression of content across year groups and good evidence of pupils' religious literacy. Teachers have good subject knowledge; nine have the CCRS or equivalent qualification. They use imaginative strategies and a range of activities to engage pupils and match their learning needs. Written work is marked positively. In the best examples

teachers' comments help pupils move forward in their learning; however this is not consistent over Key Stage 2. In some classes pupils talked about how they could improve but again this was not consistent. Where homework is set it contributes to pupils' learning. Teaching is generally well planned but needs to be further refined to ensure the needs of all groups of pupils are met. Support for new teachers from the subject leader is good.

The effectiveness of the leadership and management of religious education Grade 2

The leadership and management of religious education is good. The experienced subject leader is knowledgeable and works hard to ensure religious education is of good quality and to provide staff with support and encouragement. Together with her assistant she has put in place systems to regularly monitor teaching and learning through classroom observations and work scrutiny. They have participated in deanery and diocesan moderation sessions to develop teachers' confidence in accurately assessing pupils' work. They have a good understanding of the strengths and areas for development in religious education. Governors are active in the life of the school and familiar with current developments in religious education. This enables them to challenge and support the school effectively.

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

- Continue to develop the religious education curriculum using the Curriculum Directory to inform planning and provide challenge for all pupils to enable them to achieve their full potential.
- Continue to monitor religious education to raise standards in teaching and learning.
- Develop the marking system across the school to enable pupils to identify next steps in their learning.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What has improved since the last inspection?

Since the last inspection the school has continued to monitor collective worship to ensure opportunities for spiritual development and reflection have been enhanced. A school prayer book has been produced for classroom use. Catholic social teaching has been emphasised to enable pupils to reflect on the significance of the Common Good. This has led to a greater involvement in the wider community. All staff have been well supported as they implement the new Diocesan Framework and the requirements of the Curriculum Directory. The introduction of the new missal has led to a renewed understanding of the Mass.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade 2

Religious education receives 10% curriculum time and has a similar budget to other core subjects. Resources are good and are constantly reviewed and replaced when necessary. The learning environment is good with attractive classroom displays and prayer tables which reflect the Church's year and are used as a focus during classroom liturgies. School leadership, including well informed governors offer support in developing and reviewing the quality of religious education. All staff receive regular in-service support and training related to the Catholic life of the school. Governors are involved in self-evaluation and school improvement. The priest from St. Ignatius parish supports the prayer and sacramental life and liaises with staff for a planned programme of masses and liturgies. He also acts as an additional teaching resource on his visits to classes.

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

Grade 2

The school's provision for prayer and worship is good and part of every school celebration. Prayer and worship are central to the daily life of the school through class prayer times and assemblies. Pupils are given opportunities for spiritual development through meditation and reflection and are often engaged in the planning and preparation of worship through writing their own prayers. Mass is celebrated for the whole school at key times in the liturgical year and classes from Key Stage 2 attend parish mass at St Ignatius church each term. Penitential services are held during Lent and Advent. Pupils also visit the Church to develop their knowledge of Catholic traditions and practice. Parents and families are invited to masses and assemblies. They appreciate the opportunity this gives them to become involved in the prayer life of their children and the school. During the inspection an Early Years and Key Stage One assembly led by the assistant headteacher reflected on leadership and God's plan for our world. This included a presentation illustrating ways in which pupils have helped the school and the wider community during the past year. Pupils participated by responding to questions, joining in prayers and singing with enthusiasm. Catholic traditions are explored and experienced through retreats, visits to St Ignatius Church and Westminster Cathedral as well as Stations of the Cross and the Rosary during the month of May.

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

Grade 2

The school is a community which celebrates the gifts and uniqueness of each individual. Pupils are taught to value and respect their own and other cultures and to reach out to those in need. They are given responsibilities to work for the common good within the school community through acts of service including helping younger children at playtime. Membership of the school council enables pupils to represent their classes as they suggest improvements in their environment. A wide range of charities chosen by pupils include support for the Catholic Children's Society and Cafod as well as local charities. In recent years they have also responded generously to appeals following global disasters. Support for a school in Tanzania for which the school has received the Full International Award, enables pupils to understand their responsibility as part of a global community. Pupils are active in the local community with some taking part in Music and Dance evenings and visiting a care home for elderly people for carol singing at Christmas. Conversations with pupils indicate that they have some understanding of Catholic social teaching and the school has identified this as an area of further development. The school offers a good range of extra-curricular activities to support the interests and gifts of pupils. The values of the school are leading pupils to understand that the call to justice and a sense of service are essential parts of their Catholic identity.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade 2

Partnership between parents, school and parish is good and seen by governors and leadership as an essential part of the being a diocesan school. Parish links are good with the priest from St Ignatius parish celebrating mass regularly in school. Families and other parishioners are invited to these celebrations which are well attended. In addition younger pupils perform their Nativity play in St Ignatius Church for parents and parishioners. School staff liaise with parish catechists as pupils are prepared to receive the sacraments. There are also good links with St John Fisher parish. Masses and informal visits help pupils and parents to see the Church as a vital part of school life, as does the involvement of the governing body. The school works closely with parents and families and keeps them well informed through newsletters, questionnaires, curriculum meetings and consultations. The 'Wednesday Word' is sent to parents to enable them to better support their children's faith journey. Questionnaires received indicated that parents are positive about the provision offered by the school. Many appreciative comments were made including, 'We are delighted with our choice. Our children enjoy religious education and love talking about it' Links with the diocese are good. Senior leaders and governors attend courses and training offered by Westminster Education Service. Diocesan policies are used to ensure the Catholicity of the school is maintained. There are good links with other deanery schools through meetings for curriculum development.

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

Grade 2

Leadership is good. The headteacher, governors and senior staff are committed to the Church's mission in education and ensure policies and practices reflect this, Staff and pupils understand their distinctiveness as a Catholic school. Catholic life is central to the work of the school and leaders encourage all staff to develop their skills to contribute to the Catholic life of the school. There are

good systems in place to induct and support new teachers. Pupils are given many opportunities to know the life and teachings of Jesus and the traditions of the Catholic Church. Governors make a good significant contribution to the work and Catholic dimension of the school. They fully understand their role as governors of a diocesan Catholic school.

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

- Strengthen the understanding of Catholic Social teaching and the theology that underpins it.
- Provide regular opportunities for pupils to plan and lead worship.