

St Ignatius Catholic Primary School

Inspection report

Unique Reference Number	108264
Local Authority	Wakefield
Inspection number	356333
Inspection dates	20–21 October 2010
Reporting inspector	Andrew Clark

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	138
Appropriate authority	The governing body
Chair	Mrs Shelia Wilkins
Headteacher	Miss Kathleen Hawksworth
Date of previous school inspection	19 September 2007
School address	Storrs Hill Road Ossett West Yorkshire WF5 0DQ
Telephone number	01924 302895
Fax number	01924 302898
Email address	headteacher@st-ignatius.wakefield.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons and observed five teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 27 completed questionnaires from parents and carers as well as questionnaires completed by pupils and staff.

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

- The progress pupils make in science.
- Whether the curriculum is effectively promoting all aspects of pupils' personal development.
- The rigour of the senior management team in driving school improvement.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is also below average. The vast majority of pupils are White British. The school has achieved Healthy School status and Active Mark.

The acting headteacher and half the teaching staff have been appointed since the previous inspection.

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

3

Main findings

This is a satisfactory school. Pupils' personal development is good, as a result of a caring ethos and focused support for the most vulnerable. Pupils' progress is satisfactory but inconsistent through the school because of variations in the quality of teaching and use of assessment. After a period of significant staff turnover, the headteacher has created a strong team to provide increasingly effective leadership at all levels. As a result staff morale is high. However, systems to monitor and evaluate rigorously the quality of teaching and pupils' learning are not fully established and the capacity for further improvement is therefore satisfactory.

Pupils start school with a range of skills which are generally typical for their age. They leave Year 6 with standards which are broadly average. Standards in English are above average because the more able pupils achieve particularly well. Pupils' progress in science is relatively low. They do not have enough opportunities to use and apply their scientific knowledge in investigations. Pupils feel safe and valued. Their attendance and behaviour are good because they enjoy school. They have a good understanding of how to live a healthy lifestyle. A good range of responsibilities, including the school council, allow pupils to have a positive impact on the life of the community.

Relationships are good and teachers manage pupils' behaviour well. In the best lessons, teachers make good use of accurate assessments of pupils' past achievement to provide exciting challenges for all abilities. Sometimes, however, teachers do not match work closely enough to pupils needs and the pace of learning is too slow. The school provides a broad curriculum and is increasingly linking subjects to make learning more relevant. However, there are too few opportunities for pupils to use their information and communication technology (ICT) skills in other subjects. School trips and a good range of extra-curricular activities contribute to pupils' good personal and physical development. Procedures to keep pupils safe and promote their well-being are good and supported by effective record-keeping. The school benefits from strong partnerships within the local diocese and other education providers, including the support of a consultant headteacher. Parents appreciate the positive ethos. 'This is a very nurturing, happy and kind school. We are delighted to send our children to St Ignatius.' reflects the views of the majority of parents and carers.

What does the school need to do to improve further?

- Improve pupils' progress in science by:
 - providing regular opportunities for pupils to use and apply their scientific skills independently
 - using displays to stimulate pupils' interest and knowledge of science.

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- Increase the extent of good teaching and hasten pupils' progress to higher levels by:
 - ensuring the pace and excitement in all lessons fully engages and challenges pupils
 - making full use of marking in all subjects to guide pupils to improve their own work
 - closely monitoring and evaluating the quality of teaching and learning to ensure all developments are fully established.
- Provide more opportunities for pupils to use ICT as a tool for learning in all subjects.
- 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

Pupils take a pride in their work and present it well. They enjoy their lessons and consequently work hard. They increasingly make good use of individual and group targets to improve their own learning and to increase their knowledge of literacy and numeracy. Attainment is average overall by Year 2 and Year 6 from generally typical levels on starting school. This is reflected in the results of national tests and assessments and there is a satisfactory trend of improvement over time. Attainment in reading and writing are above average because the teachers make good use of carefully planned programmes to develop basic skills and provide many opportunities for using them in other subjects. Pupils reach average standards in mathematics and there is an improving trend. However, attainment in science is lower than other subjects, particularly for the more able. This is largely because pupils' investigative skills are underdeveloped. There is no significant difference between the progress of boys and girls. The school takes positive steps to breakdown any barriers to achievement and provides well planned programmes to support pupils with special educational needs and/or disabilities, who achieve in line with their peers. Pupils' progress in ICT is promoted through regular use of the computer suite, but the use of technology as a tool for learning in other subjects is underdeveloped. This limits their skills for future learning.

Pupils take their responsibilities seriously, for example, as school councillors. They are very proud of their involvement in improving playground activities and organising charitable events. Older pupils submit thoughtful application forms to the headteacher for a good range of 'jobs' around school. However, there are limited opportunities for younger pupils to take responsibilities. Pupils' behaviour is good. They are polite, tolerant and thoughtful towards others, because of thought-provoking assemblies and good opportunities to explore personal and social issues in religious and personal, social and health education lessons. Pupils feel safe. They trust the staff to care for them and are well informed about how to avoid unsafe situations both in and out of school. Pupils have a good understanding of how to live healthy lifestyles and this is reflected in their involvement and success in many physical activities. Pupils' spiritual, moral and social education is good. They have many opportunities for prayer and reflection throughout the day. Cultural development is well-promoted by participation in 'Global week', visits to places of worship, such as synagogues, and involvement in international fund-raising events.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Although the quality of teaching is satisfactory overall, there is good and occasionally outstanding practice, especially in upper Key Stage 2. Teachers set clear expectations for pupils' behaviour, who in turn respond well. Classrooms are bright and attractive places in which to learn. In the best lessons, teachers generate excitement and interest through setting practical tasks, which require pupils to solve problems and apply their skills and knowledge imaginatively. Also in these lessons, teachers share precise objectives for pupils to reach and set out clear criteria for success using a wide-range of strategies to support and challenge pupils of all abilities. However, in less effective lessons, teachers over-direct learning with, for example, the use of undemanding worksheets, and the pace of learning is not always fast enough. Whilst teachers often make good use of technology themselves to engage and inform pupils, they do not consistently encourage pupils to use their own ICT skills in all subjects. Teachers make largely accurate assessments of pupils' progress, although they do not always use marking effectively in subjects other than English.

Within the satisfactory curriculum, staff are increasingly making links between subjects to develop pupils' learning in meaningful ways. Through a strong partnership with a local secondary school, and other specialist providers, the school enriches pupils' lives by opportunities to learn musical instruments, play sports and learn a modern foreign language. A wide range of extra-curricular clubs, visits and visitors to school promote

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pupils' personal development well. Displays of work are used well to promote learning in English. This is less well developed in mathematics and science.

Care, guidance and support for pupils are good. These have continued to develop since the last inspection, through improved support for vulnerable pupils and a drive to provide an increasingly safe and positive learning environment. The Catholic Care Worker provides support for these pupils and their families and there is close liaison with many agencies providing medical and social assistance. The above-average attendance and consistently good behaviour is testament to the quality of care and support the school provides. As parents comment, 'The staff at this school are hardworking professionals who clearly care deeply about each child as an individual.'

These are the grades for the quality of provision

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

How effective are leadership and management?

Following a period of some staff turbulence, the governors appointed a consultant headteacher to work with the current headteacher. A strong senior leadership team is now in place and there is a clear vision for future improvement. The headteacher provides a calm and knowledgeable approach which promotes good relationships with staff, pupils, parents and carers. Although the role of the subject leaders is still developing there are some good models appearing for monitoring and evaluating provision. For example, the Early Years Foundation Stage leader and literacy coordinator have robustly evaluated the school's needs and improved provision in their areas with a positive impact. However, procedures are not consistently applied across all aspects of the school's work. In particular, the use of accurate assessment systems, to ensure the highest standards and pupils' better progress, are still being established.

The governing body is knowledgeable and fulfils its statutory requirements. The members of the governing body make use of a wide range of skills to support the school and new monitoring procedures are increasing their involvement in self-evaluation. Strong policies contribute to good quality procedures for safeguarding, which meet requirements Staff and governors are well trained in child protection procedures and there are clear and well understood roles and responsibilities. The school satisfactorily promotes equality of opportunity and the understanding of diversity for pupils and staff. The promotion of community cohesion is good. The school plays a key role in the diocese and local community, especially through work with the church and local businesses. There are meaningful links with families from global communities as far afield as Australia. The staff are proud of their school, 'This school is a fantastic and supportive place to work. We all

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feel valued from the youngest member of our community upwards.' is typical of their views.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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

Children enter Nursery with a wide-range of skills. These vary from year-to-year because of the small number of children involved, but overall they are typical for their age. They get off to a strong start. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. There is a good trend of improvement. By the time they start Year 1, standards are at least in line with expectations and increasingly above. There are good induction systems to support children and to help them settle in quickly. Good links with parents and carers and relationships with other providers contribute to children's smooth beginning and later transition to Year 1. However, occasional opportunities are missed to engage parents and carers in their children's learning at the start of the day.

Good welfare arrangements and positive relationships ensure that children feel safe and secure. There are fun and imaginative programmes to help children make good progress in early reading and writing. There is a good balance between adult-led activities and those that children choose for themselves, which contributes well to children's personal development. The quality of teaching is good and sometimes outstanding. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities. Resources are of high quality and generally accessible to children both indoors and out. However, access to the outdoors is sometimes limited for children in the Reception class. The use of assessment to improve children's learning is good and parents and carers feel well informed about their child's progress. The Early Years Foundation Stage leader and her team have clear roles and are constantly seeking

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ways to improve the provision further. She provides very purposeful and enthusiastic leadership. The team identifies strengths and weaknesses well and acts effectively upon them. As a result the Early Years Foundation Stage is well placed to continue to improve.

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

Less than a fifth of parents and carers responded to the questionnaire, which is below average. The majority of parents and carers are supportive in their views of the school. A very small minority expressed concerns about the effectiveness of leadership and the help parents and carers receive to support the children at home. The inspection team found that the governing body has ensured that changing leadership has had a minimum impact on the school through the support of the consultant headteacher. The inspection team found the school has a history of good communication and relationships with parents and carers and recent developments such as the 'Parents' Walk' evening and increasing use of the school website are strengthening opportunities for parents and carers to support children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Ignatius Catholic 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 inspector received 27 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	56	11	41	0	0	1	4
The school keeps my child safe	15	56	12	44	0	0	0	0
My school informs me about my child's progress	13	48	11	41	2	7	0	0
My child is making enough progress at this school	9	33	15	56	2	7	0	0
The teaching is good at this school	9	33	16	59	1	4	0	0
The school helps me to support my child's learning	10	37	11	41	5	19	0	0
The school helps my child to have a healthy lifestyle	14	52	11	41	1	4	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)	12	44	10	37	3	11	1	4
The school meets my child's particular needs	9	33	14	52	3	11	0	0
The school deals effectively with unacceptable behaviour	4	15	16	59	2	7	3	11
The school takes account of my suggestions and concerns	8	30	15	56	3	11	1	4
The school is led and managed effectively	9	33	11	41	4	15	2	7
Overall, I am happy with my child's experience at this school	12	44	11	41	3	11	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



22 October 2010

Dear Pupils

Inspection of St Ignatius Catholic Primary School, Ossett WF5 0DQ

Thank you for the warm welcome you gave the inspectors when we visited your school! We very much enjoyed talking to you. These are some of the things we found out about your school.

- You feel safe and appreciate the good care that all adults show to you.
- You go to a satisfactory school.
- Your attendance and behaviour are good.
- You told us that you enjoy the clubs you take part in and know how to live healthily and take part in many sporting events.
- You make a good contribution to the way that the school is run through taking on responsibilities, such as school councillors and helping other children.
- You are also proud of the support you have given to children in other countries through your fund-raising and assemblies.
- You learn how to use computers and other technology in information and communication technology lessons but you do not make enough use of them in different subjects.
- The standard of your work is average overall and you could make even better progress in science.

To help your school become even better, I have asked your headteacher and the governing body to:

- help you improve your work in science
- make all lessons as good as they can be
- give you more opportunities to use your computer skills to help you learn in other lessons.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark
Lead inspector

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