

# St Ignatius Catholic Primary School

Green Street, Sunbury-on-Thames, Surrey, TW16 6QG

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- The quality of teaching is inconsistent throughout Years 1 to 6. Expectations of what pupils can achieve are not high enough, especially for more-able pupils and so they only make expected rather than good progress.
- Tasks are not varied enough or sufficiently challenging in writing and mathematics.
- Pupils' progress in mathematics is slowed down because there are not enough opportunities for pupils to investigate and use mathematics to solve problems.
- Disabled pupils and those who have special educational needs do not achieve as well as they could because they are not given enough opportunities to do appropriately challenging work.
- Teachers do not always question pupils effectively to check their understanding, particularly in mathematics, and pupils do not always know how to improve their work.
- Teaching over time has not been good enough for some pupils to make the rates of progress of which they are capable, especially in writing and mathematics.
- The impact of leaders, managers and governors on achievement has not been strong because plans for improvement do not precisely specify how the success of actions will be measured.
- Leadership of some subject areas is not strong enough because there are insufficient robust checks made on the quality of teaching and the progress pupils make.

### The school has the following strengths:

- Pupils' behaviour is good; they are polite, courteous, well-mannered, have good attitudes to learning and enjoy positive relationships with adults and each other. They say they feel safe at school.
- Teaching in the Early Years Foundation Stage is good and children make quick progress because of a close match between the planned activities and their varying abilities.

## Information about this inspection

- Inspectors observed teaching and learning in 22 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support.
- Inspectors spoke to groups of pupils and to parents and carers as they brought their children to school in the morning. They took account of 74 responses from parents and carers to the online Parent View survey and one letter from a parent or carer.
- Meetings were held with the Chair of the Governing Body and three other members, staff, and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's checks on teaching and documents relating to school improvement.
- Inspectors heard groups of pupils read and checked the school's assessments of pupils' progress in reading, writing and mathematics.

## Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Lily Evans

Additional Inspector

Keith Homewood

Additional Inspector

## Full report

### Information about this school

- This school is a larger than the average-sized primary school.
- The proportion of pupils from minority ethnic or mixed heritage backgrounds is higher than that found in most schools. The proportion of pupils speaking English as an additional language is above average.
- The proportion of pupils who are eligible for the pupil premium, which is additional funding for looked after children and pupils known to be eligible for free school meals, is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is broadly average as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve teaching across the school so that it is consistently good or better by making sure that:
  - teachers and teaching assistants use questioning effectively to assess pupils' understanding
  - pupils are clear about what to do next in order to improve their work
  - more-able pupils are appropriately challenged
  - staff pick up and explain pupils' misunderstandings fully.
- Improve attainment and achievement, particularly in writing and mathematics, by:
  - providing more frequent opportunities for extended writing across different subjects
  - providing pupils with tasks in writing for a variety of purposes and therefore extending skills in sentence structure and the use of a wide range of vocabulary
  - giving pupils more opportunities to extend their practical and problem-solving skills in mathematics.
- Improve the effectiveness of leadership and management by making sure that:
  - checks of teaching focus closely on the impact on pupils' progress and provide teachers with precise guidance on how to improve their work
  - policies for developing pupils' skills are consistent across the school
  - plans for improvement identify clearly the actions to be taken and set out clearly how these will be measured by leaders and governors.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress from Year 1 to Year 6 varies across year groups because of differences in the quality of teaching and because pupils do not build continuously on their skills. Attainment by the end of Key Stage 1 over the past three years had declined in reading and writing but inspection evidence shows this is now rising. Attainment is average when pupils enter Year 3 and by the end of Key Stage 2.
- Children join the Reception classes with skills that are below the levels typical for their age. They make good progress because activities challenge children effectively and make them curious and as a result most are reaching the standard expected at the start of Year 1.
- In Key Stages 1 and 2 progress is not fast enough because lesson activities are not consistently challenging, particularly slowing the progress of more-able pupils. Pupils from minority ethnic backgrounds and those who speak English as an additional language make similar progress to other pupils although some pupils from these groups make good progress, particularly in reading.
- The progress of disabled pupils and those who have special educational needs has been inconsistent. This is because tasks set do not make them think sufficiently hard and use their skills widely enough in a range of subjects. Leaders and managers are making sure that these pupils receive short, tightly focused support sessions resulting from an increasingly used assessment system.
- Progress in reading is faster than in writing and mathematics. In writing achievement is not good enough because pupils have too few opportunities to write extended pieces of work for different audiences and in different styles. This results in sentences that are simplistic and do not contain adventurous vocabulary.
- Pupils' progress in mathematics is not good because tasks are not always demanding enough. There are too few opportunities for pupils to combine their mathematical skills to investigate numbers and apply mathematics to real-life situations.
- Pupils who receive additional funding through the pupil premium make the same progress as other pupils. In 2013, there were too few pupils known to be eligible for free school meals to make a judgement on their attainment.
- There is a high and positive level of participation in physical education and sports lessons. This results in healthier lifestyles and better physical well-being.

### The quality of teaching

### requires improvement

- The quality of teaching over time has not resulted in good achievement for pupils. This is because teachers do not always build on what pupils already know.
- Teaching is stronger in the Early Years Foundation Stage, where pupils are making quick progress. This is because teaching successfully addresses gaps in children's knowledge and understanding.
- Teachers' planning, especially in mathematics, sometimes fails to build on what pupils already know and so they are often asked to do work that they already know how to do. This hinders their progress because they sometimes lose interest. New initiatives for assessment are not yet secure and are only just starting to have an impact on teachers' planning of suitably challenging tasks in lessons, and therefore on progress.
- Teachers mark work regularly and conscientiously but do not always identify clearly enough what pupils need to do next in order to consolidate and improve their learning.
- Some teachers and teaching assistants use questioning to assess how well pupils understand a concept and to adjust tasks to make the most of learning. Others miss this opportunity and learning slows.

- Teaching assistants are generally deployed well to ensure equality of opportunity for all pupils and usually provide appropriate, targeted support for lower-attaining pupils. However, more-able pupils are not typically set work that challenges their thinking and deepens their understanding. Consequently, they often have to listen to the teacher explaining something they already understand and this slows their progress.
- Relationships are typically positive and teachers keenly support pupils. However, too little time is spent on picking up and explaining pupils' misunderstandings. This limits the progress pupils make and hinders their ability to practise and improve their work.
- Inspectors saw some good examples of pupils assessing their own work and that of their classmates, and this helped them to understand what was required of them. The school has been focusing on techniques to quickly assess pupils' understanding during the lesson and inspectors saw very good examples of this but these strategies are not used well enough by all teachers.
- Where teaching is most effective, teachers constantly check on how well pupils are doing, as well as deepening their understanding through additional explanations. For example, in an outstanding mathematics lesson in Year 6, pupils were challenged to consider how they would work out how many people live in certain houses, given certain mathematical limits.

### **The behaviour and safety of pupils are good**

- Pupils' attitudes to learning are good. They enjoy school and are eager and able to explain their learning. Around the school, they are considerate, polite and friendly. In lessons, they show positive attitudes to the teacher and to each other.
- Pupils' work well cooperatively and independently. The behaviour policy is clear and used consistently, pupils know it well and inspectors noted only a few instances of behaviour that was not good.
- Pupils understand the different types of bullying, including cyber bullying, and are aware of how to stay safe on the internet. They say that bullying hardly ever occurs and that any instances of poor behaviour are quickly and effectively dealt with.
- Most parents, carers and staff agree that behaviour in and around the school is good. Behaviour is not outstanding because in some lessons, when teaching is less challenging, pupils can lose interest.
- Pupils actively participate in a range of community events including Mass at St Ignatius Church and working as members of the school council. They raise money for a range of charities, for example for those affected by the typhoon in the Philippines.

The school successfully promotes the importance of regular attendance. Rates of attendance are broadly average and persistent absence is low.

### **The leadership and management require improvement**

- Leadership and management require improvement because teaching is not yet good and so pupils do not achieve well. The quality of subject leadership is varies too much. Some leaders are not making sure that improvements happen quickly enough in their areas of responsibility. Checks made on lessons too often describe what is going on rather than emphasising the progress of different pupils.
- The headteacher and deputy headteacher are committed to the school and improving teaching. They have an accurate understanding of where the best and least effective teaching is to be found. Subject leaders have a generally clear understanding of the school's main strengths and weaknesses but do not sufficiently check that policies are being consistently applied, especially in writing and mathematics.
- The school has correctly identified the key priorities for improvement. Despite this, they are not yet clearly enough linked to actions and targets for pupils' achievement by which leaders can

check regularly on progress.

- The Early Years Foundation Stage is well led and managed. As a result children make a good start in most areas of learning and quickly develop confidence.
- The school's curriculum is interesting and varied and there are lots of opportunities for pupils to go on visits and take part in events in school. Pupils enjoy the opportunities to develop their skills in art and information and communication technology. The school is effective in promoting pupils' spiritual, moral, social and cultural development.
- Safeguarding and child protection arrangements are regularly reviewed and meet statutory requirements. The school has appropriate policies in place, and fosters equal opportunities, good relations and tackles discrimination effectively.
- Funding is used carefully, such as the new funding for school sports. This is directed at training for staff, play equipment and the use of sports coaches to work directly with pupils in football and tennis. This work is regularly reviewed to ensure that staff are developing their teaching practice and that pupils are improving their skills in different sports.
- The local authority has provided good support. It has been supporting the school through advice given by consultants and regular visits with a focus on improving achievement and teaching.
- **The governance of the school:**
  - Governors are knowledgeable about the strengths of the school and the improvements that the school needs to take to make sure that all groups of pupils make the progress of which they are capable. Training sessions for governors have ensured that they are well briefed to carry out their role, particularly regarding school performance data. They can explain how the pupil premium is used and what the impact is. Governors have also made sure that there is a close link between teacher appraisal and teachers' pay and they know what the school is doing to tackle any underperformance. However, they have not made sure that leaders have successfully secured consistently good teaching and achievement across the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125214
<b>Local authority</b>	Surrey
<b>Inspection number</b>	426623

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cathy Edwards
<b>Headteacher</b>	Myra Neves
<b>Date of previous school inspection</b>	25–26 November 2008
<b>Telephone number</b>	01932 785396
<b>Fax number</b>	01932 771418
<b>Email address</b>	admin@st-ignatius.surrey.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

