

St Ignatius Catholic Primary School

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

Inspection dates	10–11 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Despite a period of uncertainty when the school was without a substantive headteacher, leaders and governors acted decisively to bring about improvements since the previous inspection.
- Governors and school leaders have worked closely with advisers from the local authority to continue to develop teachers' skills. Teaching has improved and is good.
- Pupils make good progress from their relative starting points. Disabled pupils and those eligible for additional funding make good progress owing to the targeted support they receive.
- Children get off to a good start in the early years. They are well prepared for Year 1 because they make good progress across all areas of development.
- Pupils feel safe in school. They behave well and have very positive attitudes to learning. They take pride in their work and their school.
- The school promotes pupils' spiritual, moral, social and cultural development effectively through the curriculum and through the acts of worship that take place throughout the week.
- There is a strong emphasis on literacy and numeracy within the curriculum and this has helped pupils to progress well. A wide range of additional activities adds to pupils' enjoyment of school.
- New leaders have quickly grasped what needs to be done and have provided effective support to less-experienced teachers. Consequently, those teachers at the beginning of their careers have settled well and make a good contribution to the school.
- Governors have reviewed their working practice and now provide a good level of challenge to school leaders.

It is not yet an outstanding school because

- Sometimes, pupils are not challenged sufficiently by the work set for them. There are too few opportunities for pupils to develop their skills to interpret, reason and analyse.
- In some classes, teachers do not provide work that is hard enough for the most-able pupils, particularly in mathematics.
- Some leaders do not make sharp enough use of performance information to set priorities for improvement.
- Procedures to check teachers' work are not as thorough as they should be. This means that some remaining weaknesses are not addressed.

Full report

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - providing a higher level of challenge to pupils by giving them activities that call for reasoning, interpreting information and analysis
 - providing work that is suitably challenging, particularly for the most-able pupils, in mathematics.
- Improve leadership and management by:
 - strengthening systems to check the work of teachers so that weaknesses can be addressed more quickly
 - making sharper use of all performance information to set school development priorities.

Inspection judgements

Effectiveness of leadership and management is good

- Since the retirement of the previous headteacher, governors have worked in close cooperation with the local authority to improve teaching and raise pupils' achievement. They secured interim headteachers prior to the appointment of a substantive headteacher to ensure that issues for improvement from the previous inspection were addressed. A new permanent headteacher will join the school in September 2016.
- New staff have received effective induction and have been supported well in school. This is reflected in the comment by one member of staff who wrote, 'the training I have been given has been thorough and I feel I have been well supported. I know there is a good team around me to help with the questions I still have'. Staff work closely together with the interests of pupils at heart. Staff morale is high.
- Current leaders are ambitious and set high expectations for both staff and pupils. They have a good understanding of what the school does well and where improvements are needed. They have created a development plan with challenging targets to continue the drive for improvement. This has involved all staff and governors and so they are working together with shared aims and a common purpose.
- Although leaders have established appropriate priorities for improvement based on a sound knowledge of information, they do not always drill down into a greater level of detail to pinpoint specific weaknesses. This means that some gaps, for example slower progress in mathematics for the most-able pupils, go unchecked.
- Leaders have introduced new systems to check the work of teachers. They visit classrooms regularly and they look at work in pupils' books. This has brought about improvements to the quality of teaching. New leaders for English and mathematics have provided training to staff to help them teach these subjects more effectively. However, they have not yet formally visited classrooms to see for themselves how well teachers have responded to this training and so have not yet addressed remaining gaps in teachers' skills. Teachers welcome feedback and this has helped to improve the quality of teaching across the school.
- The executive headteacher has improved systems to manage the performance of teachers. Information about their work is collected and collated so leaders know what further training or support is needed. Teachers have challenging targets and they know that only the best teaching is rewarded.
- Leaders carefully record and track pupils' progress and so they are able to intervene early to prevent pupils from falling behind. This has helped all pupils progress well, including pupils who have special educational needs or disability. This reflects the school's commitment to ensuring that all pupils have equal opportunities to succeed.
- The pupil premium funding helps to provide additional support for eligible pupils in classrooms as well as helping with costs of activities such as school trips. Consequently, these pupils learn and develop with confidence, having had the same opportunities as other pupils.
- Pupils benefit from learning a wide range of subjects, although the main focus is on developing pupils' literacy and numeracy skills. Within subjects such as religious education, pupils use their reading and writing to support their learning and this helps them to progress well. The basic curriculum is supported by a variety of enriching experiences, for instance archery and residential visits.
- Pupils learn about other faiths, beliefs and cultures and this helps them develop an understanding of, and respect towards, those from other backgrounds. They learn about celebrations from other parts of the world, such as Chinese New Year, and this promotes their spiritual, moral, social and cultural development very effectively.
- The additional sports funding has been used to employ trained sports coaches to work with both staff and pupils. They have provided coaching in games such as football, tennis and multi-skills. It has increased teachers' confidence to teach sports such that pupils now take part in a wider variety of physical activities.
- The school promotes diversity and prides itself on the inclusive ethos that leaders successfully foster. They instil values such as democracy, tolerance and respect for all members of the school community. Consequently, pupils are very well prepared for life in modern Britain.
- School leaders have been responsive to a high level of support provided by the local authority. They work in close partnership with other local schools to share good practice and to build the capacity of leaders. The large majority of parents who responded to Parent View (Ofsted's online questionnaire for parents) agreed that the school is well led and managed and that the school responds to their concerns.

■ The governance of the school

- Governors have fully embraced the recommendations from the previous inspection. They have worked tirelessly to secure effective leadership in the absence of a substantive headteacher. They have supported senior leaders to develop their skills so that the drive for improvement has continued. Governors have carried out a review of their own skills and have critically reflected on the way in which they work. Following training, they reorganised their working practices so that they now have a much clearer understanding of how well the school performs. They know what is done to improve teaching and ensure that teachers are financially rewarded when they achieve their challenging targets. They visit school regularly to check for themselves that information provided by leaders is robust and stands up to scrutiny.
- Governors check the school's finances and ensure that money is spent wisely. They link funding to priorities in the school development plan so they can check that the school provides good value for money.
- The arrangements for safeguarding are effective. Checks are made on all adults who visit school and all staff have been trained on what to do if a concern regarding the safety and welfare of a pupil is raised. The home school link worker has effectively supported pupils and those families whose circumstances may make them more vulnerable. Leaders actively seek the expertise of external agencies to help them keep pupils safe.

Quality of teaching, learning and assessment is good

- Pupils enjoy learning because teachers plan activities that are interesting and engaging. Teachers link subjects together under an overall theme or topic, so that pupils gain a wider understanding of what they are learning. Topics usually start with a class book, such as *Journey to the River Sea*. This enables pupils to practise their literacy skills when learning other subjects and consolidate their reading and writing competence.
- There are good working relationships between staff and pupils. Pupils are very enthusiastic and enjoy answering teachers' questions. Most teachers ask questions routinely to check on pupils' understanding. However, there are not always enough times when pupils have to think deeply. There are too few occasions when pupils have to reason, analyse and interpret information and this prevents them from making better progress.
- Teachers know their pupils well and most plan work that is at the right level for pupils. Teachers are reflective and they look for new ways to help pupils to learn. For example, a Year 3 teacher realised that some pupils had not fully grasped the function of the denominator in fractions. She adjusted her plan by providing the pupils with a practical activity in which they compared fractions of different sizes. This helped them to make good progress in understanding that the denominator determines the size of the fraction.
- Teaching assistants provide good support to pupils with special educational needs or disability. These pupils make good progress. Teaching assistants work closely with class teachers to plan work and activities that are broken down into small steps that these pupils can manage.
- There is not always enough challenge for the most-able pupils in mathematics. They do not reach the highest level of attainment of which they are capable because often they are not sufficiently challenged by the work set for them.
- Most teachers have good subject knowledge and so they structure lessons carefully so that pupils learn step by step to increase their knowledge and understanding. They explain clearly what pupils are to learn and they frequently ask questions to check that pupils know what they are expected to do. In all classes, pupils discuss and share their ideas and this develops their confidence and understanding.
- Teachers have high expectations and, mostly, demand a lot from pupils. They remind pupils of how to present their work and so work in pupils' books is usually of high quality. Teachers mark pupils' books regularly and provide clear guidance about what has gone well and where further improvements are needed. Pupils act on this feedback and learn from their mistakes.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe in school because they are confident that adults take care of them. Adults act as good role models for pupils and, consequently, pupils are well mannered and courteous. Pupils are polite, friendly and welcoming to visitors.
- Pupils have a good understanding of different types of bullying, including that related to modern technology. They say that bullying is rare and that they know not to give out personal information when using computers. Pupils know where to go for help if they need it.
- Pupils in Year 6 take part in 'Junior Citizenship', in which they learn to stay safe from dangers such as those related to roads, railways and fire. They gain an understanding about what to do in the event of an emergency, for example by working with professionals from the Fire and Rescue Service.
- Pupils take pride in their school. They enjoy the various responsibilities they have, as these help them to feel part of the wider school community. They appreciate the changes in lunchtime arrangements because older pupils can play and help younger pupils and this gives them a sense of achievement. Lunchtimes are sociable events, where pupils of all ages eat and chat happily together.

Behaviour

- The behaviour of pupils is good. They behave well in class and when moving around the school. They show respect towards adults and to each other and listen carefully to what others have to say. Just occasionally, when teachers' instructions are not clear, pupils begin to fidget and chat among themselves.
- Teachers apply the school's behaviour policy consistently, and so pupils understand and respond to their expectations. Pupils respect staff and understand the importance of rules and guidelines. They have very positive attitudes to learning and they want to do well.
- School records show few reported cases relating to behaviours such as bullying and there have been few exclusions. Pupils are happy and they enjoy school and this is reflected in their attendance, which is above average.
- There is a good range of activities provided for pupils at break times. While most pupils treat equipment carefully, there are a small number of boys who do not always respond to playground rules and kick balls in the wrong zone. However, when reprimanded by staff, they respond without question.
- Parents, staff and governors agree that pupils are safe and happy and that they behave well.

Outcomes for pupils

are good

- Pupils are well prepared for the next stage of their education because they work hard and reach standards that are above average in reading and writing by the end of Year 6. Their attainment in mathematics is broadly average. Pupils' speaking and listening skills are good and they make good progress in religious education. Disadvantaged pupils make good progress in reading, writing and mathematics. Data held by the school show that gaps between these pupils and other pupils are rapidly closing, as support has been more effectively targeted towards their particular needs. In the national tests in 2015, disadvantaged pupils were about two terms behind other pupils. However, a number of these pupils had significant additional needs that made it difficult for them to catch up with their classmates.
- Staff are skilled in identifying those pupils who need additional help. They consult with the inclusion leader, who helps them to plan interventions to help overcome pupils' difficulties. Consequently, pupils who have special educational needs or disability make good progress. Pupils who speak English as an additional language make good progress because they are immersed in English when they join the school.
- Pupils make good progress in reading. Their results in the Year 1 phonics (letters and the sounds they make) screening check have improved year on year and, in 2015, they were well above average. There were similar improvements in the national assessments in Year 2, where pupils' attainment in reading has been significantly above average for the past two years. By the end of Year 6 in 2015, pupils made

excellent progress to reach levels of attainment that were significantly above average.

- Pupils thoroughly enjoy reading and they apply a range of skills, including phonics, to help them read. Pupils in Year 6 read fluently, confidently and with good expression. They talk enthusiastically about their favourite books and authors and have established good reading habits in school and at home. During the inspection, pupils from Year 2 read prayers to the whole school and parents during mass. They read clearly, fluently and confidently.
- There has been a significant improvement in the way in which basic writing skills are taught and, consequently, pupils across the school make good progress. They write for a range of purposes and frequently write in other subjects and this reinforces and consolidates their skills. Pupils' spelling and punctuation are accurate and they have a wide vocabulary that they use to express their ideas, points of view and feelings. The close links between reading and writing provide pupils with good models of written English and this helps to inspire their own writing.
- Progress in mathematics has improved, but still lags behind that of reading and writing. This is because the most-able pupils are not provided with work that is hard enough for them. The new mathematics leader has provided training for teachers and is helping them to plan work that stretches the most-able pupils. Work in pupils' books shows that they have a good understanding of basic calculation. Pupils are being provided with more opportunities to apply their knowledge to solving problems and so rates of progress are increasing.

Early years provision

is good

- Children are warmly welcomed into a bright and attractive environment in which they feel safe because they are well cared for. Classrooms are bright and attractive and resourced with toys and equipment that are of good quality. The outdoor area complements the indoor area, with activities planned to develop children's skills across all areas of learning.
- Children make good progress in the early years to reach a good level of development that is above average. This is because staff know children well and they provide activities that build on what children can do. Children make good progress in phonics and this helps them to develop early reading and writing skills. Consequently, children are very well prepared for Year 1.
- Teaching is good. Teachers use assessment information accurately to plan next steps in learning. They probe children with focused questions to develop their understanding. There is an appropriate balance of activities that children choose for themselves with those that are led by adults. Just occasionally, a few children struggle to make appropriate choices and need a little more direction from adults.
- 'Learning journeys' are used to good effect to record children's learning and achievements over time. These show that children make good progress in all areas of their development. Parents contribute to these books and this reinforces the strong links between home and school.
- The outdoor area is used well to help children develop physical skills, as well as literacy and numeracy skills. During the inspection, a teaching assistant was helping children to count to 20 by pegging numbers on a number line. Children were absorbed in this and delighted in successfully completing the number sequence.
- Children get on very well together. They have settled very well owing to the high-quality care provided by adults. They work and play well together and show perseverance and resilience in completing their work. Children are happy and they enjoy school. They behave well when working with adults and when playing independently.
- The early years leader understands the strengths of provision and where further improvements are needed. She leads a team of highly skilled staff who plan together and share ideas. This helps them provide imaginative and exciting learning activities for children.

School details

Unique reference number	125214
Local authority	Surrey
Inspection number	10002313

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Matthew Soane
Headteacher	Liz Felsing (Acting Executive)
Telephone number	01932 785396
Website	www.st-ignatius.surrey.sch.uk
Email address	admin@st-ignatius.surrey.sch.uk
Date of previous inspection	19 November 2013

Information about this school

- The school is larger than the average-sized primary school, with two classes in each year group.
- There is provision for children in the early years in two Reception classes.
- The proportion of pupils eligible for pupil premium funding is lower than usual. This is additional funding provided by the government to support those pupils who, in this school, are entitled to free school meals.
- The proportion of pupils from minority ethnic groups is above average and about a fifth of pupils speak English as an additional language.
- The school meets the government's current floor standards. These set the minimum expectation for pupils' learning and progress.
- There have been significant changes to both the leadership and teaching team since the previous inspection. Currently, there is an executive headteacher until the new headteacher joins the school in September 2016.

Information about this inspection

- The inspectors observed pupils learning in 20 lessons or parts of lessons, eight of which were observed jointly with school leaders. They looked at work in pupils' books and they listened to pupils reading in Year 2 and Year 6. Inspectors observed pupils' behaviour in class and as they moved around the school. They attended an act of worship.
- Among the documents scrutinised were school development plans, records relating to pupils' learning and progress, and minutes from governors' meetings. The inspectors also evaluated documents relating to pupils' behaviour and welfare. They reviewed documentation showing how the school keeps pupils and adults safe.
- Inspectors held meetings with school leaders and four governors, including the Chair of Governors. They met with pupils formally as well as informally and they held a meeting with a representative from the local authority.
- The views of parents were taken into account by analysing the 54 responses to Parent View. Inspectors also met informally with parents during the inspection. Staff views were taken into account by analysing 34 responses to the staff survey.

Inspection team

Joy Considine, lead inspector	Ofsted Inspector
Cassandra Buchanan	Ofsted Inspector
Rosemary Addison	Ofsted Inspector

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