

Inspection of a good school: St Ignatius RC Primary School

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

Inspection dates: 1–2 October 2019

Outcome

St Ignatius RC Primary School continues to be a good school.

What is it like to attend this school?

Pupils like their school. They are well supported by the clear and high expectations of leaders and teachers. For example, pupils describe how important it is to read regularly at home and school. Pupils enjoy their learning. They particularly like mathematics. They understand the importance of having strong mathematical skills, both in a range of subjects and in the wider world.

Pupils and staff get along together well. Their mutual respect supports a sense of teamwork that is evident across the school. Adults take every opportunity to empower pupils to contribute to the life of the school. For example, pupils lead play time activities or suggest the way forward with the school's eco agenda.

Pupils feel safe at school. Most behave well, because they understand the rules and expectations for their conduct. In lessons they listen to each other and adults. They follow instructions and participate keenly in their lessons. Outside pupils of all ages mix happily together during play times. They do not worry about bullying because they have confidence in adults to resolve any problems quickly and fairly.

What does the school do well and what does it need to do better?

Leaders have a high level of ambition for pupils' learning. They have supported staff well in reviewing and further improving how subjects are taught. Staff are very positive about the plans that have been produced to help them to build and link pupils' learning.

Subject planning makes clear to teachers exactly what to teach and in what order. This works really well. It ensures that pupils master the skills they need before they can tackle more challenging work. For example, pupils in Year 1 learn about primary colours and how to mix them. This helps them to mix a range of colours, for example when representing aspects of African life as they make Masai jewellery in Year 2. Teachers understand the difficulties faced by pupils with special educational needs and/or disabilities (SEND) in their classes. Support plans help teachers to adapt their plans for

these pupils. As a result, most pupils are included well in the learning and wider life of the school.

While everyone is enjoying the revised curriculum, it has only begun to be taught recently. It is too soon for leaders to see the impact on pupils' learning over time. Subject leaders know that they will need to monitor their subjects closely over the coming year, and that some tweaks or support for colleagues may be needed as everyone gets to grips with the changes.

Leaders are determined that the school's values of excellence, unity and service are central to pupils' learning. Pupils have plenty of opportunity, not only to be part of the wider life of the school, but also the community. For example, the school has strong links with the local food bank.

Pupils read well. Teachers help them to learn about the characters in the books they study. Pupils voice their opinions confidently, and back these up using evidence from the texts. They are interested in the high-quality texts that are part of their learning themes. Starting in the early years, pupils listen intently as teachers read these stories to them. However, sometimes pupil's choice of their own reading books is hampered by the lack of organisation of books in the library. This makes it difficult for pupils to find books they are keen to read or which are written by a particular author.

The teaching of phonics (letters and the sounds they represent) is not consistent across the school. For some pupils this slows their learning of important early reading skills. However, those who need to catch up are supported well so that most pupils still develop their reading skills successfully by the start of key stage 2.

Mathematics is taught well. Teachers' plans ensure that there is a focus on developing pupils' mathematical reasoning that starts straight away in Reception Year. This helps pupils to explain their thinking and to generate rules which they apply confidently to solving a range of problems. Pupils enjoy the challenge of learning their times tables and trying to solve times table challenges faster than their teachers!

Safeguarding

The arrangements for safeguarding are effective.

Everyone understands the importance of keeping pupils safe. Staff are regularly trained to spot any signs of potential abuse. Leaders and governors make sure that all necessary checks are made on appointment of staff.

Leaders act promptly on concerns that are brought to their attention. They are tenacious in following up on any referrals to the local authority to ensure that pupils get the help they need.

Pupils benefit from a range of opportunities to learn about keeping themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some variability in the teaching of phonics across the school. Leaders need to ensure that there is a consistent approach and appropriate training in place to support all adults involved in implementing the phonics programme so that pupils learn their sounds quickly and confidently.
- Recent work to develop the curriculum further has been well planned. Leaders need to ensure that subjects are closely monitored by teachers and subject leaders, to check that the curriculum successfully builds the intended sequences of learning that help pupils to learn and remember more.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged St Ignatius RC Primary School to be good on 10–11 February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125214
Local authority	Surrey
Inspection number	10111298
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair of governing body	Matthew Soane
Headteacher	Helen Andrews
Website	www.st-ignatius.surrey.sch.uk
Date of previous inspection	10–11 February 2016

Information about this school

- The executive headteacher currently works at the school for two days a week. The head of school is responsible for the day-to-day running of the school. She is supported by a senior team.
- The school is a voluntary aided Roman Catholic School. It is a two-form entry school catering for pupils from Reception Year to Year 6. It has no nursery on-site and admits children from a wide range of nursery providers.

Information about this inspection

- The inspector met with the executive headteacher, head of school, leaders, staff and representatives from the governing body.
- The inspector looked closely at the provision for reading, mathematics and art across the school. She visited a range lessons and looked at learning plans. The inspector spoke to pupils and staff about pupils' learning and looked at pupils' work.
- The inspector spoke to parents at the school gate and considered their responses to Ofsted Parent View, including free-text responses.
- The inspector spoke to pupils, parents and staff about the school's work to keep pupils safe. A range of safeguarding records and documentation were considered.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

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