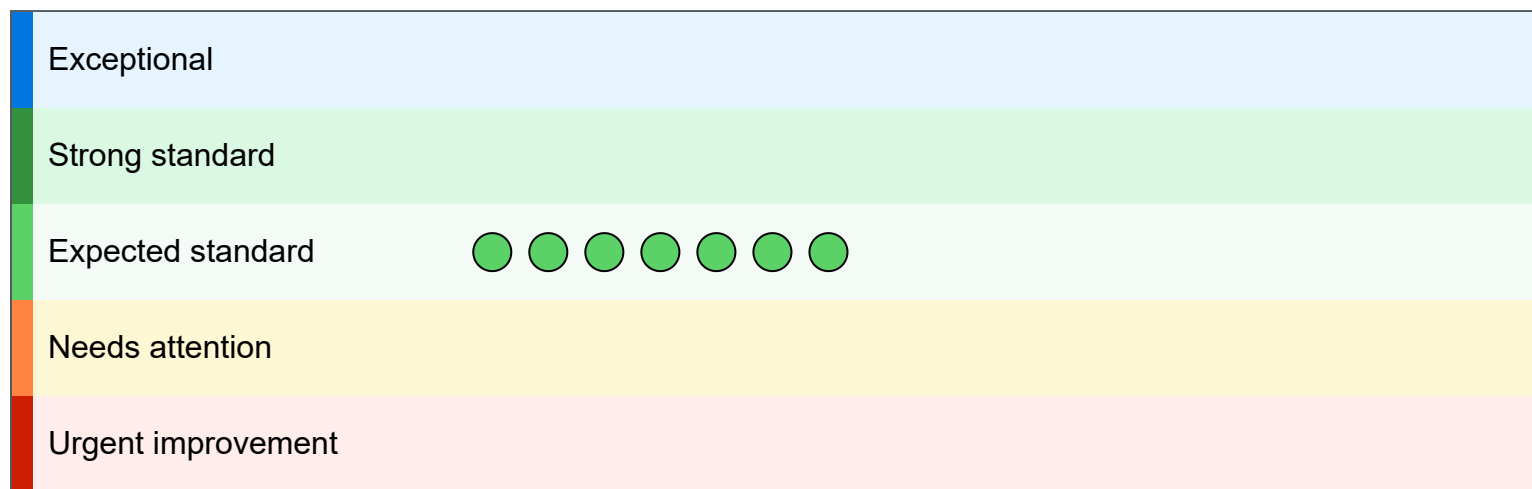


St Ignatius Catholic Primary School

Address: Green Street, Sunbury on Thames, Sunbury on Thames, Surrey, TW16 6QG

Unique reference number (URN): 149287

Inspection report: 9 December 2025



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well. Pupils make secure progress and many achieve highly at the end of key stage 2. For example, Year 6 pupils' attainment in national tests for reading, writing and mathematics is significantly above the national average. As a result, when pupils move on to secondary schools, they are well prepared for the next stage of learning. Pupils with special educational needs and/or disabilities make positive progress through the curriculum from their individual starting points.

In most subjects, pupils secure the foundational knowledge they need to be successful. However, pupils do not always develop detailed knowledge and understanding in a few subjects. This means that their progress in the wider curriculum is not as secure as it could be. Handwriting is a current priority for the school. Across the school, handwriting is not as fluent or accurate as it should be. Leaders are already taking action to address this.

Attendance and behaviour

Expected standard 

Attendance is in line with national averages. Leaders take opportunities to promote the importance of coming to school regularly and consistently on time. Leaders track the attendance of individual pupils often and know when concerns are arising. The school works effectively with individuals and their families to promote improved attendance. This includes understanding and tackling any barriers to coming into school. Leaders' actions have had a positive impact.

Pupils behave very well. Their attitude to learning is admirable. Each morning, pupils walk into school with happy smiles and a positive outlook for the day ahead.

Leaders have created a calm and orderly environment. They have set clear expectations about behaviour in classrooms and around the school. Staff model the highest of expectations and apply agreed procedures consistently well. Explicit modelling of positive behaviours is used to support pupils who need adjustments to support their needs. Pupils are taught how to behave and make the right choices. As a result, pupils are able to learn uninterrupted.

At social times, pupils play harmoniously. They are confident that adults will help them address any unkind or rare instances of bullying or discriminatory behaviour. Staff model positive and mutually respectful relationships with pupils. Leaders have created a culture where staff know, support and care deeply for pupils. This helps pupils feel safe and secure.

Curriculum and teaching

Expected standard 

The school has planned an ambitious and interesting curriculum. From the early years, children learn the foundations of speaking, reading, writing and mathematics that they will continue to build on. In lessons, staff put the right support in place for pupils with special educational needs and/or disabilities. Throughout the curriculum, there is a deliberate focus

on ensuring that pupils use and apply their technical vocabulary to discuss and develop their ideas.

Teachers understand leaders' expectations about how they should teach the curriculum. They have secure subject knowledge and know how best to teach their subjects. Teachers use agreed strategies to help pupils recall knowledge and skilfully involve all pupils in lessons. Effective monitoring and feedback procedures mean that leaders have an astute understanding of the quality of the curriculum and teaching. This helps teachers deliver the curriculum with more confidence and provides feedback when refinements are necessary. However, in some subjects, teaching does not consistently ensure that pupils learn as well as they could. For example, pupils remember the interesting activities rather than the essential knowledge they need to fill gaps in their knowledge and achieve well across the curriculum.

Reading has a high priority. Leaders make sure that pupils who need extra help with their reading are supported well to catch up quickly. Staff take every opportunity to promote pupils' love of reading, starting from the early years.

Early years

Expected standard 

Leaders ensure that the early years curriculum is designed carefully. This ensures that children access learning in all areas effectively. Staff build nurturing relationships from the start. For example, their positive relationships with parents and carers help children settle quickly into routines. Staff get to know children well, including their interests and talents. Leaders complete assessments when children join, to identify any children's barriers or specific needs.

Typically, children learn well and leave Reception Year well prepared for more complex learning in Year 1. Staff model appropriate language and vocabulary consistently. This helps children to acquire, practise and secure new key language. However, the quality of staff interactions with children can vary. Leaders recognise that, although there are many high-quality exchanges which extend children's thinking, this is not always the case.

The teaching of reading is prioritised and successful. This means that children develop the skills and confidence they need for success in equal measure. Knowledgeable staff help them learn to read and love books. This helps children to be ready and eager for the next stages of learning. Children are excited to come to school and are enthusiastic to learn. For example, children are delighted when they successfully show others their understanding of numbers, including instantly knowing one more or less.

Inclusion

Expected standard 

Leaders set a highly inclusive vision for the school, which is realised in practice. Everyone is welcome and supported. Families of vulnerable pupils are positive about how well the school supports them and their children. The school accurately identifies the needs of individuals and provides the support they need to succeed. Leaders prioritise encouraging pupils, including those with special educational needs and/or disabilities (SEND), to learn in class alongside their peers.

Leaders check carefully how well pupils with SEND or who are disadvantaged make progress from their individual starting points. When they need to, leaders make any reasonable adjustments if barriers to success are identified or persist. Additional funding is used well to enable identified pupils to access a range of clubs and visits on offer.

Leaders responsible for pupils with SEND are highly skilled and well placed to support their colleagues. Staff receive appropriate training to adapt the curriculum or their teaching, so pupils achieve well. However, some of this work is not consistently embedded in the wider curriculum.

Leaders work highly effectively with families and other professionals. This means that any pupils facing difficulties are very well supported in terms of their academic progress and wellbeing.

Leadership and governance

Expected standard ●

Leaders have developed a positive culture of research-informed professional learning. Staff benefit from high-quality training, including access to national qualifications within the school and across the trust. Early career teachers appreciate the individual and wider support that they receive. This helps them to build their confidence, expertise and experience. Leaders have prioritised the creation of a coherent programme to respond to staff training needs and build further leadership capacity.

The school is highly ambitious for its pupils and acts decisively in their best interests. Staff are rightly proud to work here. They feel well supported to develop professionally and recognise that leaders manage their wellbeing. Leaders help staff feel they belong to a united team sharing the same high ambitions and goals.

Leaders have clear oversight of the school's strengths and where it needs further refinement. They carefully prioritise which actions to take and know what success will look like. Over time, pupils are achieving better. However, leaders recognise that there is ongoing work needed to ensure that teaching in the wider curriculum matches that of the strongest subjects.

Those with responsibility for governance take their roles seriously and fulfil their statutory duties. However, some governance systems need further refinement. Governance roles and responsibilities are not as clear as they could be. The work to strengthen this is already underway. Those responsible for governance support leaders effectively and assure themselves of the quality and impact of leaders' work.

Parents and carers are overwhelmingly positive about the impact the school has on their children's educational experience.

Personal development and wellbeing

Expected standard ●

The personal development programme is coherent and vibrant. The school's work to promote character is effective. Younger pupils learn how to take turns, share resources and resolve issues with increasing maturity. They show respect towards others and develop a

clear sense of right and wrong. Pupils know that it is wrong to show prejudice and discriminate by race, religion and disability, for example.

Pupils are taught how to keep themselves safe online and while out in the local community. They have an age-appropriate understanding of healthy relationships and know how to look after their physical and emotional wellbeing. For example, pupils learn about puberty and how this may affect their feelings and emotions. The school's pastoral offer includes wellbeing support for disadvantaged pupils through a range of therapies.

The curriculum includes learning about the fundamental British values, which pupils know and link to their embedded school values. They explain concepts of democracy, making links to their learning about Ancient Greece and their school procedures during leadership elections.

The school offers wider enrichment opportunities through clubs, trips, visitors and community interactions. These enhance the curriculum offer and widen pupils' experiences. Leaders' oversight of participation for disadvantaged pupils and the impact for them is being further refined. Pupils develop their skills of independence and resilience. Leaders help pupils to broaden their horizons and raise their aspirations for future careers. This helps to prepare pupils well for their next steps.

Pupils develop a deep sense of responsibility in the way they care for their school and the environment. For example, older pupils make clear links with their science learning about resources and renewable energy. The pupil wellbeing ambassadors look out for others, modelling kindness and compassion. Play leaders support any pupils who need help to find a friend or create a game.

What it's like to be a pupil at this school

Pupils enjoy attending this happy and inclusive school, where they feel a deep sense of belonging and safety. They benefit from being part of a harmonious diverse community, where staff know them very well. Pupils rise to meet leaders' high expectations of their behaviour, regular attendance and academic progress. Staff forge supportive and genuine relationships with pupils and their families.

Pupils embrace the school's embedded values and understand how they shape their learning in the classroom and beyond. They work hard and take real pride in their achievements and contributions. Pupils are diligent in lessons and display positive attitudes. Teachers are adept at supporting effectively any pupils who face challenges in their learning. Overall, pupils are, therefore, well prepared for the next stage of their education. However, there are some inconsistencies in how well the curriculum is taught in a few subjects other than English and mathematics.

Pupils are friendly, respectful and confident citizens. They look after others by collecting donations for charities and causes they support. Pupils delight in the many enrichment opportunities the school has to offer. Pupils sharpen their leadership skills by taking on a variety of roles and responsibilities, such as wellbeing ambassadors and play leaders.

Pupils look after each other. They are proud of the role they play in making their school an inclusive and respectful community. Breaktimes are exciting and sociable occasions. Pupils revel in organising games, playing together or taking a moment to catch up with friends. Pupils learn how to keep themselves safe, including when online. Staff deal with pupils' worries straight away. Any form of bullying or unkindness is dealt with swiftly and not tolerated here. One pupil, echoing the sentiments of many, said, 'There is a place for everyone here. We do not judge anyone for their family or background.'

Next steps

- Those responsible for governance need to refine their governance arrangements by clarifying governance roles and responsibilities so that they can robustly hold leaders to account for all aspects of the school's work.
 - Leaders should ensure that pupils' achievement is consistently high across the curriculum, matching the strongest subjects, such as English and mathematics.
 - Leaders should continue to ensure that staff have the knowledge and expertise that they need to identify and address weaknesses in pupils' transcription so that pupils develop legible and fluent handwriting.
-

About this inspection

The school is part of Ascension Catholic Academy Trust (ACAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Burke, and overseen by a board of trustees, chaired by Mike Metcalfe.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following the renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and some staff. The lead inspector also spoke with the CEO, the chair of the trust board and trustees, the chair of the local governing body and governors during this inspection.

The inspectors confirmed the following about the school:

The school joined ACAT in December 2022.

The school is registered as having a Catholic religious character. The last section 48 inspection took place in November 2025.

Headteacher: Hanorah Murphy

Lead inspector:

Gareth Flemington, His Majesty's Inspector

Team inspectors:

Kate Fripp, His Majesty's Inspector

Shazia Akram, His Majesty's Inspector

Alison Bradley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

413

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.01%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.18%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.44%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	78%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	90%	75%	Above
2023/24 (final)	77%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	86%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	84%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	43%	46%	Close to average
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	92%	63%	Above
2023/24 (final)	43%	62%	Below
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	83%	59%	Above
2023/24 (final)	57%	58%	Close to average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	67%	61%	Close to average
2023/24 (final)	43%	59%	Below
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	43%	67%	-25 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	92%	81%	11 pp
2023/24 (final)	43%	80%	-37 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	83%	78%	5 pp
2023/24 (final)	57%	78%	-20 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	43%	79%	-37 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.0%	13.3%	Close to average
2023/24 (3 term)	8.9%	14.6%	Below
2022/23 (3 term)	11.0%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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