

St Ignatius RC Primary School

Inspection report

Unique Reference Number	125214
Local Authority	Surrey
Inspection number	315196
Inspection dates	25–26 November 2008
Reporting inspector	Raminder Arora

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	345
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Anne Goody
Headteacher	Mrs Myra Neves
Date of previous school inspection	17 January 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Green Street Sunbury-on-Thames TW16 6QG
Telephone number	01932 785 396
Fax number	01932 771 418

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St. Ignatius is larger than average. The proportion of pupils eligible for free school meals is below average. Around 20 pupils come from different ethnic backgrounds and a few of those are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is average. These are mainly moderate learning difficulties. The school has gained several awards, such as the Investors in People Award, The Bronze Eco Award, Litter-Free Award and Sports Active Award. There is Early Years Foundation Stage provision (EYFS) for pupils in the Reception classes. The headteacher has been in post for just over two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, much liked by parents and the community. The good leadership of both the headteacher and the deputy headteacher empowers staff and pupils to do their best. Teamwork is a prominent feature, and hard-working staff provide a very positive climate for learning where all pupils, including those who are most vulnerable, are well provided for and valued as individuals. The school works in close partnership with parents, who give their overwhelming support to the school. In particular, they praise its strong family values, the approachability of all staff, and the additional guidance and support their children receive. As one parent, echoing the views of many, wrote, 'Delighted with the progress our daughter is making and cannot praise the staff enough for their level of care and support'. The school provides a suitable range of opportunities and experiences enabling pupils to achieve well and flourish as confident individuals within the society. This is reflected in a number of external awards achieved by the school. A good range of extra-curricular activities, including a variety of sports and after school clubs, prepares children well for the next stage in their education.

Teaching is good and tasks are matched well to individual pupils' needs in most lessons. This is a significant reason for the good progress made by pupils. Children start in Reception with skills that are usually below the expected level for their age. Pupils make good progress through the school so that the standards are broadly average by the age of seven and eleven. The results in English have improved significantly because of the school's greater focus on writing. Most recent results indicate a comparatively smaller proportion of pupils reaching higher levels, particularly in mathematics. The school is therefore aiming at raising standards in this subject through ensuring a greater challenge, especially for the more able pupils. The school prides itself on being very inclusive and works well with all agencies to promote the self-esteem and well-being of vulnerable pupils, which enables them to play a fuller part in school life. Good attention is paid to monitoring pupils' progress, and strategies are quickly put in place to rectify any potential underachievement. Consequently, all different groups, including the few learning English as a new language, make good progress.

Pupils' personal development and well-being are good. All pupils work hard to succeed and play their part in creating this caring and harmonious community. Pupils are confident and welcoming. They behave well both in lessons and in the playground and have positive attitudes to learning. Attendance is good. Pupils are aware of the need to stay healthy and safe. They really enjoy coming to school and state that this is because teachers make lessons fun. Teachers place good emphasis on teaching the basic skills of literacy and numeracy. However, there are insufficient planned activities to make creative and purposeful links between different subjects. This means that opportunities are missed to make some topics more meaningful to the pupils.

Leadership and management of the school are good. Governors play an important part in overseeing the work of the school. Planning for school improvement is satisfactory and procedures for self-evaluation and review suitably identify the school's strengths and areas for development. However, the senior managers recognise the need for more detailed analysis and sharper evaluations of all aspects of the school's work in order to raise standards further. The school has moved forward well since its last inspection and because of the enthusiasm of the staff and the strong commitment of the senior managers to staff training, it is well placed for further and continuous development.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good induction arrangements help children settle happily into school and make a positive start to their education. The skills and abilities of children when they enter school are below those expected of children of this age. However, in some years, abilities can be much closer to average levels. Children's personal and social development is often a weaker area of their abilities on entry. In spite of this, children make good progress in their learning, with the majority of children entering Year 1 having reached or come close to the learning goals set for them. This is achieved as a result of good teaching, a well-planned curriculum and clear tracking of progress. The curriculum has been enhanced recently by adopting the new guidelines for this age group. The use of new strategies is encouraging children to read and stimulates them to start initial writing activities. When discussing a list of things needed for Teddy's birthday, children were able to 'read' the list by recognising the initial letter of the word. There is a good mix of child-initiated and teacher-led activities, supporting children's independence. There are good relationships between adults and children. Good care arrangements are in place to ensure children's safety and health. Effective links with parents help involve them in their children's education and keep them well informed of progress. The leader of the EYFS has an accurate understanding of its strengths and areas for development. She is aware that the facilities outside are in need of refurbishment, in order to make the outdoor learning more attractive and purposeful to children.

What the school should do to improve further

- Ensure that the more able pupils make good progress, particularly in mathematics.
- Plan a curriculum that makes purposeful links across different subjects.
- Make the school's self-evaluation sharper for a clearer view of the school's work and its impact on standards.

Achievement and standards

Grade: 2

Standards are average and pupils achieve well. Progress is good in EYFS and continues to be so across both Key Stages 1 and 2. Results in English are better than in mathematics, particularly in the number of higher levels attained. The school has rightly identified the need for a sharper focus on pupils' use and application of their mathematical skills. Girls outperform boys. However, the difference in achievement between boys and girls is carefully monitored and effective action is being taken to raise boys' achievement. Standards in writing are a continuous focus for improvement, for example the successful use of the 'Big Writing' project. Pupils do well in information and communication technology (ICT). All different groups, including pupils with learning difficulties and those at the early stages of learning English, achieve as well as their peers. The school sets challenging targets and their analysis of pupils' progress indicates that they are well on track to achieve these.

Personal development and well-being

Grade: 2

Pupils make good progress in their spiritual, moral, social and cultural development. They are keen to learn, show respect for the values and beliefs of others and behave responsibly and safely. Pupils willingly take on duties that involve them in the life of the school, with some

taking key roles as playground helpers or reading buddies. The school council is effective in providing a forum for pupils' views and ideas. Pupils take their work as school counsellors very seriously. As one said, 'The school relies on us'. Older pupils can be trusted to work productively on their own or with others. Pupils support many charities at local and international levels. They have a clearer view of life in less fortunate parts of the world, helping them develop a commitment to racial equality. They have good opportunities to make a positive contribution to the wider community through active participation in festival celebrations and concerts. Attendance levels are good and children are very punctual to school. 'I jump out of bed to get to school quick', said one. Pupils know how to stay fit and make healthy choices about what they eat. Recently a 'lunch box challenge' has helped reduce waste at lunchtimes. The school is working towards greater involvement of parents in pupils' personal, social and health education programmes at school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are interesting and enjoyable, and planned well to meet pupils' individual needs. In the best lessons, teachers' expectations are high and the pace of work is good, which means that pupils learn quickly. The teaching assistants provide effective extra support in small, carefully organised groups. Relationships are strong and pupils are motivated well to work hard as a result. Teachers encourage pupils to think for themselves and talk about their learning, which helps their understanding. In one Year 6 lesson, pupils were working out the perimeter of shapes and this was making them think hard. Teachers make very good use of the interactive whiteboard to make key teaching points. Some lessons provide well-planned opportunities for pupils' self-evaluation and this supports pupils' knowledge of how well they are doing and what they need to do to improve. However, this approach is new and still being established in all other classes.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and closely linked to national guidelines ensuring subject coverage of the National Curriculum. Each subject is relevant to the needs of pupils. Nevertheless, the school has not yet fully made links between subjects, in order to help pupils make purposeful connections between aspects of their work and make best use of a range of skills in different areas of work. Pupils' access to computers is good both in the computer suite and in classes. The school has very recently adopted a scheme of work to enhance pupils' social and emotional development. This is in its early stages. Subject leaders for art, design and technology, and music are fairly recent appointments and have not yet had time to make significant improvements to their curriculum areas. Pupils greatly appreciate the range and quality of after school and club activities. Visits and visitors enhance pupils' enjoyment and progress, giving them real and relevant first-hand experiences for learning. They also serve to enhance links with the local and more extended communities, for example hearing about the Second World War from a local resident.

Care, guidance and support

Grade: 2

The school provides a safe and caring environment for all pupils. Assessment procedures are clear and effective. There is close liaison with outside agencies to make sure that pupils with learning difficulties and/or disabilities receive the extra specialist support they need. Teaching assistants play a vital and effective role in supporting pupils with special social, behavioural and academic needs. This ensures that all pupils make equally good progress. Parents and pupils attend and contribute to annual reviews of statements. Individual targets and education plans are carefully monitored. Risk assessment is rigorous concerning buildings, the environment and individual activities. CRB checks and child protection procedures are secure and pupils know to whom they can turn in times of trouble or anxiety. Academic guidance is good except that marking does not consistently provide constructive feedback to pupils on how they might improve further.

Leadership and management

Grade: 2

The headteacher and the senior staff have built a team who work closely together to turn their vision into reality. The school's contribution to promoting community cohesion is good, for example, the school's very close links with Tanzania. Good links established with educational organisations and the local authority have proved beneficial to the work of the school. The headteacher and the deputy headteacher work well as a team. There is a regular programme of classroom observations and staff training has focused on the key whole-school issues, such as raising achievement and planning to meet all pupils' needs. The governing body fulfils its statutory duties and supports the school well. Governors have the expertise and understanding to ask searching questions to hold the school to account well. They are fully involved in planning and ensure the school's key priorities are effectively carried out. For example, they have a strategic plan in place to make sure that all school policies are reviewed regularly and approved by the governing body. The school has evaluated its work satisfactorily, and identified the need to have a stronger focus on evaluations in order to judge how all aspects of school life impact on standards.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

08 December 2008

Dear Pupils

Inspection of St Ignatius RC Primary School, Sunbury-on-Thames, TW16 6QG

Following our visit to inspect your school we would like to tell you that we enjoyed ourselves very much, and would like to thank you all for talking to us and sharing your work. We were there to see how well your school helps you to learn, and what we saw and heard helped us to decide that yours is a good school that is welcoming and friendly. We were impressed by how well you all behave and how much you enjoy being at school.

These are the things we liked best about your school.

- You listen carefully to what your teachers have to say and you are willing to work hard in your lessons.
- You learn to work and play well together and to look after yourselves.
- Everyone at school cares for you, so that you are safe and happy, and your parents are very pleased.
- The headteacher, all the staff and the governors, know what they want the school to be like and work hard together to make it a happy place for you to learn and play.

All staff are determined to ensure that you all make good progress and no one is behind in his or her learning. We have asked your headteacher and the staff to do the following three things that we think would make your school even better.

- To help more of you to reach the highest level, particularly in mathematics.
- Your teachers should plan lessons so that they make meaningful links with different subjects.
- All staff to make stronger checks on the work of the school so that it helps you get better at learning and make the best progress.

We think that everyone at St. Ignatius can work together to do these things. I hope that you go on enjoying all the things you do there, that help you to learn and be happy.

Yours sincerely

Raminder Arora

Lead Inspector