

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St. IGNATIUS CATHOLIC PRIMARY SCHOOL
Storrs Hill Road, Ossett, WF5 0DQ

School URN	108264
School DfE Number	384 3332
E-mail address	headteacher@st-ignatius.wakefield.sch.uk
Chair of Governors	Mrs. Shelagh Wilkinson
Acting Headteacher	Miss K.M. Hawksworth
RE Subject Leader	Miss K.M. Hawksworth/Mr. S. Bartram
Date of Inspection	11 & 12 November 2010
Section 48 Inspector/s	Mrs. Marie McClelland

INTRODUCTION

The Inspection of St Ignatius Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self - evaluation. The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St. Ignatius School, serves the parish of St Ignatius, and includes the towns of Ossett and Horbury in West Yorkshire Ossett. It caters for 138 children with an admission number of 20. A small percentage of pupils live beyond the parish boundaries. Currently 82% of pupils are Catholics. The number of pupils eligible for free school meals is below average as is the percentage with special educational needs and/or disabilities. All pupils speak English as their first language and there are no significant minority groups in the school. Pupils are taught in five mixed age classes plus a 26 place Nursery. The deputy headteacher has been Acting Head and RE Subject Leader since September 2009. Half the teaching staff has changed since the last inspection. 34% of the full time equivalent staff completed the Catholic Certificate in Religious Studies.

OVERALL EFFECTIVENESS

3

CAPACITY FOR SUSTAINED IMPROVEMENT

3

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

3

MAIN FINDINGS

St Ignatius Primary is a happy, welcoming school with a strong ethos of mutual respect and care. Its overall effectiveness is satisfactory with many aspects of work relating to Catholic life and Religious Education (RE) embedded in good practice. A pattern of daily prayer and worship reinforces the Catholic ethos of the school and the focus of weekly ethos statements contributes to pupils' moral development and emotional intelligence. Pro-active involvement of the parish priest strengthens and enriches home/school/parish links. Attendance and behaviour are good. After-school clubs are well attended and the choir enjoys a good reputation locally and at a wider diocesan level. Parents value their children's strong sense of belonging to the school and appreciate the commitment and dedication of all staff. Membership of the *Wakefield Catholic Schools Partnership* provides a variety of development opportunities for staff and pupils.

Staff changes since the last inspection have placed heavy responsibilities on the small senior leadership team. Governors have focused on identifying priorities for development and a discernible trend of improvement is emerging. A newly appointed experienced headteacher will start in January 2011. A realignment of curriculum leadership roles since September 2010 has enabled a change in RE subject leadership and coincides with the

introduction of the new resource *The Way, the Truth & the Life* (TWTL). Revised pupil-tracking and assessment strategies in RE are now in place with in built target setting for individual pupils and cohorts. The school's capacity for sustained improvement is satisfactory at this stage, and senior leaders are confident of the efficacy of their plans for further improvement.

What the school needs to do to improve further:

Improve pupils' progress in Religious Education by:

- enabling them to become much more aware of the national standards of attainment in RE, to be motivated to work towards them and to celebrate their own success in them;
- ensuring that written feedback to pupils helps them to know how to improve the standard of their work.

Promote a culture of on-going self-review by:

- exploring ways of formalising feedback from parents, pupils, staff and governors, and
- envisaging the value/impact of such feedback in the School Development Plan.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

3

Pupils enjoy their work in RE and benefit from faith sharing by staff. Most of the teaching observed was vivacious and engaging and pupils were eager to respond. Evidence of religious literacy was seen throughout the school. Written work is suitably varied and well presented. Teacher feedback is affirming and sometimes gives reasons for the praise. A focused work scrutiny, however, would yield a more consistent marking policy. Until quite recently, pupils have been largely unaware of performance indicators in curriculum RE. New tracking systems now in place, however, are likely to promote standards of attainment beyond the current satisfactory level. Pupils with particular learning needs are well supported by careful deployment of a team of dedicated teaching assistants.

A strong sense of belonging is fostered at St Ignatius School. Adults and pupils say *Grace* together at lunchtime, engage in friendly and interested conversation and enjoy healthy meal choices thanks to the *Double Gold Award* winning school cook. Older pupils act as chaperones for younger ones, school councillors appreciate having a small budget to expend on identified improvements for playtime and the well-attended after-school clubs promote school pride. Groups of pupils from Years 4, 5, and 6 link-up annually with peers from nine partnership schools for two-day workshops on Advent, Art and Liturgical Dance with positive impact on self-esteem and self-confidence. The range of opportunities to engage in liturgical, devotional and seasonal family events fosters strong links with the parish and local community. A rota for class Masses in Church each term enables staff and priest to guide pupils' participation in age appropriate ways. There is no shortage of volunteer altar servers and some enrol in the Guild of St Stephen training programme. Pupils act with reverence in Collective Worship (CW) and Class Liturgy and are keen to participate. They would benefit from opportunities to organise and lead CW themselves. They sing joyfully, reflect in silence and join in community prayers with confidence. Pupils' spiritual, moral and social education is good.

PROVISION

How effective the provision is for Catholic education

3

Good use is being made of TWTL resources to ensure that work on familiar RE themes is being planned at appropriately different levels of challenge. In the best lessons teachers use a range of styles and activities to motivate and sustain concentration and enable pupils to make progress that is broadly in line with their capabilities. They are encouraged from an early age to reflect on scriptural themes and how these might relate to their own life experiences. Discerning use of biblical and other religious scenes on interactive whiteboards enables pupils in Foundation and KS1 to engage in similar acts of personal reflection.

The RE curriculum is suitably matched to pupils needs, interests, and aspirations. Each classroom has a prayer focus and many ways of motivating interaction. In one class, for example, pupils pick a name '*in secreto*' from a basket and pray for God's help to be able to be kind to the named person for a week. Good quality religious artefacts on display around the school enrich the learning environment. Every child *knows* St. Ignatius and many are familiar with the life stories of other saints as Feast Days are marked in special assemblies or liturgies. A retreat day for Year 6 pupils at the Bar Convent and St Margaret Clitherow's Shrine, York, had memorable impact on interest in faith formation just before transition to high school. Imaginative and well-planned preparations for *The Big Assembly* during the Pope's visit in September culminated in a 'street party' to stimulate enduring memories in all pupils and their families. Links with partnership primary and secondary schools capitalize on external expertise to enrich Catholic life experiences for staff and pupils.

The CW schedule ensures that provision is varied and appropriate for particular age groups. It is consistent with the Catholic character of the school and responsive to the religious diversity among pupils. Pupils have an impressive repertoire of hymns and songs. Parents participate in termly Class Masses, in Candlemas and May processions and they attend Friday SANGAM assemblies.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

3

Senior leaders and managers are passionate about the school's strengths. The latter need to be publicized or *celebrated* imaginatively in entrance displays or presentations. The school website provides a valuable archive of memories. While the RE Action Plan identifies clear pathways for improvement, discussions with senior leaders and governors concluded that some self-evaluation grades needed adjustment until new ways of working had a chance to mature. Education in Personal Relationships (EPR) has been identified as an area for development by the school and a programme in EPR is currently being considered. The governing body fulfils its statutory and canonical responsibilities. Many governors spend time in school interacting with staff, pupils and parents. Although regular communications are sent home *to* parents, there is also a need to target parental *feedback* on many issues. By formalising expectations of feedback from all stakeholders, a culture of on going self-review could enhance the work of this very caring school.

INSPECTION JUDGEMENTS SUMMARY

	Grade ¹
Overall effectiveness – How effective the school is in providing Catholic education.	3
The school's capacity for sustained improvement	3
How good outcomes are for individuals and groups of pupils, taking particular account of variations between different groups	3
<ul style="list-style-type: none"> • How well pupils achieve and enjoy their learning in Religious Education <i>Taking into account:</i> <ul style="list-style-type: none"> ❖ the quality of pupils' learning and their progress ❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress ❖ pupils' attainment in Religious Education 	3
	3
	3
	3
<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic life of the school 	2
<ul style="list-style-type: none"> • How well pupils respond to and participate in the school's collective worship 	2
How effective the provision is for Catholic education	3
<ul style="list-style-type: none"> • The quality of teaching in Religious Education 	3
<ul style="list-style-type: none"> • The use of assessment to support learning in Religious Education 	3
<ul style="list-style-type: none"> • The extent to which the Religious Education curriculum meets pupils' needs 	2
<ul style="list-style-type: none"> • The quality of collective worship provided by the school 	2
How effective leaders and managers are in developing the Catholic life of the School	3
<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils 	3
<ul style="list-style-type: none"> • How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils 	3
<ul style="list-style-type: none"> • The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met 	3
<ul style="list-style-type: none"> • How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	2
<ul style="list-style-type: none"> • How effectively leaders and managers promote Community Cohesion 	2

¹ Grade 1: Outstanding/Excellent in all or most respects; Grade 2: Very Good/Good overall; may have some excellent features or some which are only satisfactory; Grade 3: Satisfactory; may have some good or some less than satisfactory features; Grade 4: Inadequate