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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST IGNATIUS' CATHOLIC PRIMARY SCHOOL
Storrs Hill Road, Ossett, Wakefield. WF5 0DQ

School URN

108264

Date of S48 inspection and
OE grade

7th-8th June 2018
Outstanding

E-mail address

admin@stig.bkcat.co.uk

Chair of Governors

Mr P Kitson

Headteacher

Mrs J Rush

RE Subject Leader

Mr S Bartram

Date and grade of last S48
Inspection

3rd-4th July 2013
Good

Section 48 Inspector

Mr A Dewhurst

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an outstanding Catholic Primary School.

- St Ignatius' Catholic Primary School provides an outstanding Catholic education for its pupils.
- In Religious Education (RE), pupils' attainment is very high and progress of all groups is very good. Pupils' understanding is developed from an early age, and this foundation is built on successfully throughout each class. By the time they leave school at the end of Key Stage 2, all pupils are meeting age-related expectations and many demonstrate deeper understanding; they are able to reflect spiritually on religious matters, think ethically and theologically and have developed an excellent level of religious literacy.
- Teaching in RE is often outstanding, and none of it is less than good. It is characterised by imaginative and well targeted lessons that engage the pupils' attention, involve them actively and engender a keen interest.
- Collective Worship is a strength of the school, and plays a central part in developing pupils spiritually and morally. It is well organised, celebrating in the Catholic tradition but in ways that are accessible to pupils of all ages.
- The encouragement of pupils to play an active part in planning and leading acts of worship for their peers has been extremely successful, thanks to excellent modeling by staff and the very effective implementation of the school's policies that give clear guidelines.
- The Catholic Life of the school is well developed, particularly in providing a sense of belonging to the community for pupils and parents or carers alike. Parents feel welcomed and cared for, and their children are well known and understood. There is a strong sense of 'family' about the school, created by sympathetic and encouraging leadership and committed and caring staff.

- Leaders and governors work very effectively to ensure that the school's Catholic identity and mission is at the forefront of their priorities. Governors are well informed, supportive and actively involved in the life of the school. The headteacher and deputy head, who is also the RE subject leader, have worked very successfully in partnership to develop all aspects of the school's provision. They are inspirational in their vision for the school, they ensure that high expectations are maintained, and that enthusiasm and creativity are major factors in the school's current practice. They have also successfully maintained and developed excellent links with the parish.
- The Catholic Life of the school has some outstanding features along with some areas that are in need of further improvement. The school's mission statement, created some years ago, no longer has a major impact in the day-to-day running of the school. Pastoral care is excellent, but provision for personal, social and health education (PSHE) is lacking in structure, with Relationships and Sex Education (RSE) also due for renewal. There is also a need to involve greater proportions of children in active promotion of the Catholic Life. School Leaders have acknowledged these as areas to develop.
- Leaders and governors' monitoring and evaluation of RE is excellent. Similar rigour of approach in considering the Catholic Life and Collective Worship would enhance these areas even further.
- The school fulfils all of its statutory and canonical requirements. Leaders and governors have successfully implemented all of the recommendations of the previous Section 48 inspection and the recent Canonical Review.

What the school needs to do to improve further.

- Refresh the promotion, monitoring and evaluation of the Catholic Life of the school by:
 - Revising the school mission statement in order to give involvement and ownership to all stakeholders, and to express the school's distinctive ethos and purpose in a way more accessible to pupils.
 - Considering ways of involving a greater proportion of pupils, particularly younger age groups, in active participation.
 - Revising the school's provision for PSHE and RSE.
- Develop a more structured approach to the monitoring and evaluation of Collective Worship in order to plan future improvements.

Information about this inspection

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 and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in RE
- The quality of teaching, learning and assessment in RE
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for RE, Collective Worship and the Catholic Life of the school

The inspection was carried out by one inspector over one and a half days, involving these activities:

- Teaching and learning were observed in 5 classes.
- A range of Collective Worship was observed including a 'whole school praise' led by the deputy headteacher, and acts of Collective Worship in 4 classrooms, 2 of which were planned and led by pupils.
- Discussions were held with the headteacher and the deputy headteacher, who is also the RE subject leader.
- There was also a meeting held with the chair of the academy council, the RE link governor and the parish priest.
- Discussions were also held with two groups of pupils and a group of parents.
- A sample of pupils' RE workbooks from every class was scrutinised, along with the RE coordinator's file and files for both Collective Worship and Catholic Life of the school.
- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the RE action plan, the Collective Worship action plan, the School Development Plan (SDP), attainment and progress data, school policies and minutes of academy council meetings.
- The examination of displays around the school and in classrooms.

Information about this school

- St Ignatius' is a smaller than average primary school, with 161 pupils on roll, including 18 who attend part-time in the nursery. It is a member of the Bishop Konstant Catholic Academy Trust (BKCAT). The school serves the parish of St Ignatius, Ossett, although some pupils come from further afield.
- The school admission number of 20 pupils enables an organisation of 5 mixed-age classes in addition to the part-time nursery.
- 83% of pupils are baptised Catholics, with the remainder from other Christian denominations.
- Approximately 10% of pupils are eligible for the Pupil Premium.
- A small number of pupils have English as an additional language.
- 12% of pupils (19) are on the register for Special Educational Needs/Disability (SEND), including 4 pupils with an Education and Health Care (EHC) plan.
- Staffing includes 4 full time and 5 part time teachers, 8 of whom teach RE. One teacher holds the Catholic Certificate of Religious Studies (CCRS). The full time equivalent number of Catholic teachers is slightly less than 4.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is good.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- Pupils appreciate and value the Catholic Life of the school. They recognise the importance and meaning of its distinctive identity. They respect themselves and others as all being unique and special, but also all part of God’s family.
- They are proud of their school and know that it is a loving community where all are valued. As one pupil stated, “Everyone has the opportunity to be heard and people listen to you.” Others acknowledged that everyone is “accepting of each other” and “ready to forgive” if difficulties arise.
- The school’s mission statement is displayed in all classrooms and in public areas. However, it is not well known by the pupils, and therefore does not play a prominent part in shaping the Catholic Life of the school or the actions of pupils.
- This does not detract from pupils’ sense of belonging to the school community, or their enthusiasm for contributing to the development of the Catholic character of the school.
- Many pupils, particularly in Key Stage 2, enthusiastically take leading roles in promoting the school’s Catholic Life within and beyond the school community. The Mini-Vinnies group, for instance, is active in school and parish, galvanising support for children in Sudan and helping to provide for the sick and elderly locally.
- Other children serve on the school council, take on responsibilities within their own classes or act as play leaders at lunchtimes.
- The school acknowledges that opportunities for active participation in promoting the school’s Catholic Life can be limited to groups of pupils, and see increasing this participation, particularly of younger children, as a priority.
- The behaviour of pupils is excellent. They highly value the school’s chaplaincy provision, and respond enthusiastically but respectfully to it. Older pupils play significant leadership roles within such provision.
- The school uses the Circle Time format as a main resource in its PSHE and welcomes a variety of visitors to school to help provide further information with regard to personal safety. The current RSE programme is under revision, with diocesan training for staff due to take place in the near future. Provision for both PSHE and RSE are in need of revision to provide a more comprehensive structure that will meet the needs of pupils.
- Pupils embrace a holistic approach to education, thanks to the emphasis given to Catholic social teaching and concern for the common good within the curriculum. The school’s commitment to creative approaches to learning about religious and contemporary issues has had a significant impact in this regard.

- Parents are clear that their children gain significantly from the school’s provision. They feel that their children are “empowered to feel comfortable from a young age, to feel safe,” as one parent expressed. They praise the community ethos – “just like joining a family” was a common feeling. Praise is extended to all staff in the school: “The caring nature of the school is a common thread that ties the school together.”
- There is undoubted whole-hearted staff commitment to ensuring that the school’s Catholic mission is embedded in all aspects of its activities. Staff members have benefited from continuing professional development provided in school, diocese and in the BKCAT.
- The school makes its Catholic identity and ethos explicit through its learning environment, with attractive and inspirational displays throughout classrooms, corridors and in other open spaces. The seasons and feasts of the liturgical year are highlighted, as well as pupils’ work on special themed activities, such as ‘Peace Week’ and ‘Where do I find God’, on other world faiths and on Christian and British values.
- Pastoral care is very good. Parents are appreciative of the approachability of school staff, and their understanding of pupils’ welfare needs. They very much applaud the way the school celebrates their children’s achievements, particularly through the class ‘dojo’ system.
- Leaders and governors are very committed to ensuring that priority is given to developing the Catholic identity of the school. This is evidenced in the school development plan, in the minutes of the academy council, in the school’s approach to staff recruitment and in its strong links to the parish that it serves.
- Leaders model behaviour and commitment very effectively, giving clear direction and encouragement to staff and pupils alike. Strategies for engagement with parents and carers are also very effective, ensuring a strong measure of support for the school’s mission.
- The school responds to diocesan policies and initiatives enthusiastically, ensuring that the bishop’s vision for the diocese is promoted. School leaders attend diocesan and BKCAT leaders’ events and headteacher’s retreats regularly, benefiting significantly from the partnership with other Catholic schools.
- Governors have also benefited from training, particularly through the ‘schools of discipleship’ course undertaken recently.
- The school’s self-evaluation of its Catholic Life is not yet as rigorous and coherent as the monitoring and analysis that it brings to RE. A more systematic approach to evaluating this aspect would enable leaders and governors to identify and celebrate the many things that the school does well, in addition to creating well-targeted and planned improvements.

RELIGIOUS EDUCATION

Religious Education is outstanding.

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1
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- The quality of pupils' achievement, learning and progress is outstanding.
- From their entry into the school at nursery or reception, pupils start to build a sound foundation of knowledge and understanding, so that, by the end of Key Stage 1, nearly all pupils are achieving expected standards and a significant proportion are exceeding expectations.
- This progress is accelerated in Key Stage 2 so that by the time pupils leave school, all pupils are meeting age-related expectations and many achieving beyond.
- In the latest cohort to leave the school, around half of the pupils had achieved at Level 5, with all pupils making at least 2 levels progress and 45% achieving 3 levels progress. Assessment data for the current cohort shows similar levels of progress, albeit from a lower starting point. This trend is mirrored consistently across the school.
- As a result of good and outstanding teaching, pupils become religiously literate, engaged in learning about and from religion, are able to reflect spiritually and think ethically and theologically with a depth of understanding.
- Pupils show active engagement in lessons, responding enthusiastically to the variety of learning tasks offered to them. They collaborate unhesitatingly, and can sustain their attention when listening to their teachers or peers.
- Pupils are keen to improve their work in RE, they are knowledgeable about their levels of understanding and what they need to do to improve.
- They acknowledge the increased enthusiasm that they have developed over the past year or two, thanks to the more creative approach to learning adopted by the school. They enjoy tackling challenging activities that make them think deeply, and respond exceptionally well to opportunities for learning through drama, art, design and a range of writing tasks.
- Behaviour in lessons is outstanding because of pupils' active engagement with their learning tasks.
- The quality of pupils' work in books is high, showing consistency through most of the school. Pupils take care to present their work well, and seize opportunities to demonstrate their learning in different ways.
- The majority of teaching in RE is outstanding, and none is less than good. Teachers have very good knowledge of their pupils' current attainment, utilising this to plan effectively to meet their needs, to extend understanding and to build appropriate skills.
- The school bases its RE teaching around the structure of the diocesan recommended scheme, 'The Way, the Truth and the Life', creating a rolling programme to ensure that mixed age classes cover all aspects of the curriculum. However, teaching has become highly innovative ensuring that pupils can achieve the relevant 'I can' statements linked to the scheme. Teaching accurately targets pupils' understanding at their current level of attainment, and challenges them to move towards achieving the next step in their learning. Creative approaches identified by the RE subject leader, and disseminated to the whole school, have had a major impact in accelerating progress and engaging pupils' attention and enthusiasm.
- Teachers demonstrate high levels of subject expertise, and convey passion and high expectations to their pupils. Marking and feedback are very effective in identifying

pupils' attainment, in probing for clarification and challenging pupils to extend themselves.

- Teaching assistants support learning effectively and sympathetically, particularly with those pupils with specific needs.
- Celebration of achievement is widespread and frequent. The school uses its class 'dojo app' to acknowledge achievement and to convey to parents current activities, so that they can be involved in their children's learning.
- The recent innovation of including an evaluation sheet for pupils at the end of each topic is another forward step in ensuring pupils recognise their achievements and focus on improvement, as well as informing teachers about successful teaching strategies.
- The development of RE ambassadors, involving high-attaining pupils in the promotion of creativity in RE is a further useful initiative.
- The RE curriculum complies completely with diocesan and bishops' conference requirements in terms of its content and the curriculum time devoted to the subject.
- Governors receive accurate and regular in-depth information about the quality of teaching and learning, and about pupils' progress. They interrogate and challenge leaders appropriately in order to ensure they have a full understanding of standards, and are actively involved in monitoring through visits to classrooms.
- The RE subject leader is highly knowledgeable, deeply committed to leadership of the subject, and highly effective in developing RE in the school. His monitoring of standards through such activities as pupil progress meetings, scrutiny of work, learning walks and analysis of assessment data is exemplary. He conveys his enthusiasm and passion for RE very effectively to staff and pupils, and is very committed to deepening the links between the school and the parish, through sacramental and adult formation programmes.
- The headteacher and RE subject leader share an inspiring vision of outstanding teaching and learning, based on utilising the most creative and imaginative approaches that engage pupils fully. They have used experience and knowledge gained from professional development courses in the diocese, and from the BKCAT partnership, to the maximum effect in the school.

COLLECTIVE WORSHIP

Collective Worship is outstanding.

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Collective Worship is central to the life of the school, and has a profound effect on the spiritual and moral development of pupils.

- Pupils engage in and are inspired by accessible, age-appropriate liturgies. They respond enthusiastically, reverently and respectfully, in a way befitting the occasion. They are enthusiastic about opportunities for worship because they are encouraged to be active participants, through singing, reciting of formal prayers, responding to the promptings of leaders and through deep reflection in moments of silence.
- Pupils have the knowledge and skills to plan and lead effective worship with confidence. This is because leaders have carefully modelled the essential elements of a liturgy. Pupils use a well-understood structure that supports the preparation of liturgies, via the pupil-led worship policy designed by RE subject leaders in the BKCAT and adapted by the St Ignatius' staff.
- Pupils utilise a range of resources skillfully, recognising the need to create a prayerful atmosphere through the display of artefacts such as the bible, candles and crucifix, and through selection of calming music. They demonstrate understanding of how to develop a theme through their 'gather' song, through reading from the gospel, or other scriptural source, through prayer intercessions and moments of reflection guided by thought-provoking questions or statements. Several older pupils have gained enough confidence to lead whole-school gatherings in prayer.
- School leaders have devised a weekly timetable for acts of worship that includes whole school praise, classroom worship led by teachers or pupils, meditation, the sharing of the 'Wednesday Word', hymn-singing and the chance for Key Stage 2 classes to join in a parish Mass by rotation.
- Themes across the term are suggested, following the church's liturgical year, supported by the 'statements to live by', drawn from 2 different sources. The understanding of the church's feasts and seasons is enriched by activities such as the travelling crib in Advent, Lenten prayers with parents before the school day, the May procession and stations of the cross at key times. These activities also engage parents in the school's cycle of worship and are much appreciated, for example, as noted in the travelling crib notebooks.
- School and parish links are very strong and continually developing. School leaders and the parish priest work closely together to draw families into regular practice of the faith. Family Masses, sacramental preparation and welcome meetings for new parents are further examples of this link, as well as chances for parents and carers to take part in adult formation.
- All staff play a part in leading Collective Worship. They understand that they are models for their pupils, and they carry out this role to an outstanding degree.
- While leaders and governors have placed the highest priority on developing the range, frequency and breadth of participation in Collective Worship, succeeding very effectively in ensuring that pupils can partake, be inspired and can themselves take ownership of occasions for prayer, a formal procedure for evaluating the quality of Collective Worship is not yet in place. Pupils themselves are involved in some evaluation of pupil-led worship, but there is scope to raise the quality of Collective Worship in school even further through adult involvement in identifying the best practice and noting those areas that need development so that ritual, confidence and participation bring about additional awe-inspiring spiritual impact.