



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Ignatius Catholic Primary School  
Preston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

**School:** St Ignatius Catholic Primary School

**Address:** St Ignatius Square  
Preston  
PR1 1TT

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**School URN:** 119610

**Headteacher:** Mr Christopher Hough

**Chair of Governors:** Mr Lyndon Jones

**Lead Inspector:** Mrs Elaine Allen

**Team Inspector:** Mrs Nerissa Nicholas

**Date of Inspection:** 17<sup>th</sup> June 2019

## INFORMATION ABOUT THE SCHOOL

St Ignatius Catholic Primary School is a single-form entry primary school with 184 pupils on roll. The school serves the Parish of St John XXIII in Preston.

22% of the school population are White British, with the remaining 78% made up of 11 different ethnic groups. 70% of the children have English as a second language. 26% of pupils are baptised Catholics with 17% from other Christian denominations. A majority are from other faith backgrounds. There are currently 28% of pupils in receipt of Pupil Premium and the proportion of pupils with special educational needs is above the national average. Inward and outward mobility is high and this brings its own challenges to the school. Pastoral care is a strength.

Since the last inspection, there have been significant changes to staffing and governance. The headteacher has been in place since September 2016. There have been eight new teachers over the last two years although there is currently a more stable situation.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	28	20	27	29	27	27	26	184
Catholics on roll	6	6	4	4	9	7	11	47
Other Christian denomination	5	6	6	4	4	5	2	32
Other faith background	11	7	14	20	14	14	13	93
No religious affiliation	6	1	3	1	0	1	0	12
No of learners from ethnic groups	11	5	13	20	14	13	12	88
Total on SEN Register	1	3	3	3	2	3	4	19
Total with Statements of SEN	1	0	0	0	0	0	0	1

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish:	No of Pupils
St John 23 <sup>rd</sup>	35
St Maria Goretti	12

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.2	2.2	2.2	2.5	2.5	2.5	2.5	16.6
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

<b>TEACHING TIME FOR ENGLISH</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	4.4	4.4	4.4	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

<b>TEACHING TIME FOR MATHS</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	4.4	4.4	4.4	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

<b>STAFFING</b>	
Full-time teachers	7
Part-time teachers	5
Total full-time equivalent (FTE)	9
Classroom Support assistants	12
Percentage of Catholic teachers FTE	54%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	27
Number of classes	7
Average class size KS1	26
Average class size KS2	27

<b>EXPENDITURE (£)</b>	<b>Last financial year 2017 - 2018</b>	<b>Current financial year 2018 - 2019</b>	<b>Next financial year 2019 - 2020</b>
Total expenditure on teaching and learning resources	<b>£26,000</b>	<b>£20,000</b>	<b>£20,000</b>
RE Curriculum allowance from above	<b>£1,500</b> (renewed scheme of work)	<b>£500</b>	<b>£500</b>
English Curriculum allowance from above	<b>£500</b>	<b>£2000</b> (replacing reading scheme)	<b>£500</b>
Total CPD budget	<b>£6000</b>	<b>£5000</b>	<b>£5000</b>
RE allocation for CPD	<b>£3000</b> (includes Diocesan fees)	<b>£3000</b>	<b>£3000</b>

### **How the school has developed since the last inspection**

At the last inspection in 2014, the school was judged Good overall. Since then there have been significant changes to staffing, including a completely new leadership team as well as changes in governance. In 2017, the Parish of St Ignatius became part of the new Parish of St John XXIII.

The headteacher and deputy headteacher, (who is the RE Subject Leader), have worked hard to implement the recommendations from the last inspection, and these are beginning to take effect. More rigorous assessment, both formative and summative, are supporting the leadership in tracking children's progress including the disadvantaged groups. The leadership team, governors and staff are unified in their efforts. The school is successfully engaging parents in all aspects of school life and there are strong links with the Parish.

Inspection has shown that the school's leadership have accurately identified areas of improvement for both Catholic Life and Curriculum RE, and are already making great strides towards addressing these. The drive from the headteacher and deputy headteacher (who is the RE Subject Leader), is a strength of the school. The dedication and skills of the governors, together with the commitment of the leadership team and all staff, demonstrate the school's capacity to facilitate continuous improvement.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

2

### CATHOLIC LIFE

2

### RELIGIOUS EDUCATION

2

### KEY FINDINGS

St Ignatius is a good Catholic school. Governors and school leaders are committed to the Church's mission in education and ensure that the fullness of life in Christ is promoted for all members of the school community.

The headteacher, deputy headteacher, governors and all staff are determined to ensure this school is truly inclusive and welcoming, enabling all of its children to learn and grow spiritually. The school's mission statement summarised in the school motto 'we work hard, we care, we respect, we love' is known by all and worn with pride on the children's school jumpers. This motto underpins the school's vision, which is to ensure that every child achieves their very best, both academically and spiritually.

The Catholic Life of the school is good and is evident as soon as you step into the school. Displays and prayer spaces around the school demonstrate the school's commitment to the importance of Gospel values, the liturgical year and the current focus on the "Year of the Eucharist", as well as the children's learning and understanding of other faiths. The children were able to articulate that following the example of Christ supports the choices they make both in and out of school in their daily lives. This shows the school's mission statement is actively being lived out. On the day of the inspection, one child, reflecting upon the mystery of the Holy Trinity, said, 'God loves us because He created us, Jesus loves us because He gave His life for us and the Holy Spirit gives us the courage to spread the Good News'.

Pupils have positive attitudes to learning and this was evident in all year groups. They clearly enjoy coming to school where they are loved and cared for by a dedicated staff. Governors and the Parish Priest are regular visitors to the school, and involve themselves in many aspects of school life. The children are given many opportunities to contribute to the Catholic Life of the school and understand the importance of participating in prayer and liturgy sessions. They hear the Gospel regularly and know how to respond to scripture. They are aware of their responsibility in supporting those in need within the community as well as in other countries. They talk enthusiastically about how they do this, in particular their fund-raising for local charities and CAFOD, and through contributing to the local food bank.

The quality of RE overall for pupils is good. The school's leadership have prioritised the necessary school improvement areas and associated actions, but issues with staffing over the last couple of years have made it difficult to prioritise effectively standards in RE, and embed good practice. Consequently, standards in RE at the end of Year 6 for the last two years have been below the standards in the other core subjects. However, current assessment tracking is already showing an improving trend.

To support improvements in teaching and learning, leadership have developed a structured planning tool for curriculum RE with staff, ensuring good coverage of the Religious Education Curriculum Directory (RECD) and integrating the areas of study for Human Relationships and Sex Education (HRSE). New staff have been given support in implementing the RE curriculum and INSET has been delivered to support teachers in its delivery. Monitoring of its implementation needs to remain a priority for the leadership team. To support assessment, the RE subject leader has implemented a more rigorous tracking tool, which has allowed for the tracking of significant groups. To improve the quality and the effectiveness of marking, a whole school marking policy has been compiled and is currently being implemented. This must now be embedded so children can be made more aware of how well they are doing and what they need to do to improve. This will also help to raise expectations as the children are eager to learn.

School leaders are committed to ensuring all staff have access to high quality professional development opportunities. There have been many changes of staff over the last two years and therefore professional development should remain a priority to ensure consistency. Leaders must ensure that all new staff continue to be supported with their subject knowledge so that standards in RE continue to increase. Completion of the CCRS will help with this.

Parents are overwhelmingly supportive of the school.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

The school needs to continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by:

- Developing opportunities for deeper spiritual reflection for pupils within acts of Worship by ensuring times of silence;
- Further develop teachers' subject knowledge through the CCRS and other courses to support implementation of the RE curriculum and hence increase attainment;
- Continuing to embed the new assessment procedures and data tracking system
- Continuing to embed the next-steps marking policy to enable the children to know how they can improve their learning.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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

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Inspection finds that the extent to which pupils contribute to the Catholic Life of the school is good overall.

The school continues to live by its mission statement which 'puts the faith and uniqueness of Jesus Christ at the centre of our vision for our children'. The diversity of faiths in this school, whilst distinct, express solidarity with its mission to 'live together, play together and pray together'. Another aspect of the school's mission statement is that 'we work in an atmosphere of reconciliation where we all learn to forgive each other and to start afresh each day' and this underpins the school's behaviour policy. Pupils know what this means and how this relates to their behaviour and actions in all of their daily choices and this was evident throughout the school.

Pupil participation in, and leadership of, the prayer and liturgical life of the school is good.

Pupils know the importance of prayer and are able to write their own prayers, which they do for specific times and events in both the liturgical year and wider school calendar. They understand the importance of key celebrations having all undertaken recent celebration of the feasts of Pentecost and the Holy Trinity. Displays all around the school and in the classrooms reflect the recent feast days and celebrations.

During inspection, Reception children were able to help prepare their classroom appropriately, choosing a white cloth and candles for the prayer table, and asking for the lights to be turned off. They showed reverence as they listened and responded to the story of Jesus calling His disciples to follow Him. Footprints placed around the prayer table reminded the children that we can also choose to follow Him.

Pupils in Year 2 were able to recall the story of Pentecost and were able to respond respectfully to the Gospel story. They knew that they had to not only listen to the Word but to act upon the words already recorded on the red hearts, living out their faith. In saying together the prayer, 'Christ has no body but yours,'



the children understood how we must be Christ on earth in our actions.

Children show confidence in leading times of prayer and liturgy. During inspection, children in Year 6 took responsibility for leading liturgy on the theme of the Holy Trinity. They were divided into four groups, one for each of the four stages: Gather, Listen, Respond and Go Forth. They used paper shamrocks to represent each of the three persons of the Holy Trinity; Father, Son and Holy Spirit. Enabling the children to become more confident in preparing and leading prayer and liturgy needs to remain a focus for the school, particularly by incorporating periods of silence to enable deeper, spiritual reflection.

Inspection finds that the leadership and management of the Catholic Life of the school is outstanding. Despite the many staffing changes, including changes in governance, leaders (including the RE Governor who is a Priest in the parish) have continued to provide a high level of consistency in support and challenge to the school. They are clearly passionate about the school and its parish and ensuring Gospel values underpin all their work and decision making. The Parish Priest, who serves several other schools, actively fulfils his role, both spiritually and pastorally, coming into school each week to lead hymn singing and prayer. The children commented how they liked him coming into school. Leadership recognise the importance in ensuring parents are fully involved in their child's spiritual learning journey.

Policies and practices reflect the school's commitment to implementing a Catholic philosophy of education in all aspects of the school's life. Governors are actively involved in the day to day life of the school, regularly joining staff and pupils for prayer, the celebration of Mass and other liturgies. The headteacher is passionate and aspirational for this Catholic community. With the support of the deputy headteacher, they are ensuring the Catholic Life of the school is a priority and continues to develop further. They are very good role models for staff and pupils alike.

The quality of provision for the Catholic Life of the school is good. The governors and leaders of the school are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. Training and support has been sought from the Diocesan Education Service, including the school's Diocesan Leader of Education, as well as from schools within the local cluster. The RE Subject Leader has also worked hard to provide support for all new members of staff. Further professional development will embed opportunities for deeper spiritual reflection within all prayer and liturgy, both child and adult-led.

Over the last two years, the school and parish have worked in partnership to successfully re-establish a Sacramental programme for both the Eucharist and Reconciliation.

Children know the importance of supporting God's wider family, both in the local community and globally. The children spoke passionately about how they do this through fund-raising, supporting Cafod and the local food bank at the Harvest festival celebration. The children are clearly aware of the importance of following

Christ's example in helping others, especially those worse off than themselves. One example of this came from a child who said, 'we have raised money to help a farmer in Rwanda buy a goat.'

There is clearly a real sense of community in the school and all staff work hard to ensure there are close links between the school and home. The links between school and parish are also strong and continue to develop. When governors were asked what they were most proud of, one said, 'unifying diversity; families continue to choose to come to our school'. The parents' questionnaire also demonstrated overwhelming support for all aspects of Catholic Life and RE in the school.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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Inspection supports the school's judgement that the quality of Religious Education overall is good.

The majority of pupils enjoy their learning in Religious Education and talk with enthusiasm and a growing religious vocabulary about their learning in RE, showing curiosity and interest. They engage well during RE lessons and are able to recall, build on and make links to their prior learning. By Year 6, pupils are able to use biblical quotes to support their thinking and understanding of some of the central truths of the Catholic faith. Children were able to talk about how their learning in RE linked with everyday life. One Year 4 child told us that 'if we listen to God, he will help us to do the right thing.'

Inspection finds that how well pupils achieve requires improvement. Whilst children enter school overall with very low starting points in RE, attainment and progress by the end of Year 6 have been below that in other core subjects. As the assessment and tracking system has only been developed over the last two years, there is limited data to evidence good pupil progress although there is evidence that there is an improving trend. There is a need now for children's written work in books to show more progress over the year and for children to take more pride in the presentation of their work.

Leaders and managers of curriculum RE are judged to be good. Governors and leaders are clearly passionate and committed to the school's Catholic mission and to further developing provision and raising standards in RE. The head teacher and deputy head (RESL) have worked very hard to ensure that RE is the 'core of the core subjects' and to develop a curriculum which fully meets the requirements of the Curriculum Directory, Fit for Mission? Schools, the Diocesan Curriculum wheels and the HRSE requirements. They have purchased the *Come and See* scheme and other resources to enrich the curriculum. The RESL has been instrumental in planning the curriculum and supporting staff to implement it.

The quality of provision in Religious Education is good.

The curriculum takes account of the rich diversity of faith backgrounds within the

school. This is a real strength of the school and staff and children enjoy and celebrate this in their approach to RE: one child told us that it is important 'to respect everybody, even if they have a different faith.' Children learn about Islam and Judaism and are also able to make links between these faiths and the Catholic faith.

The RESL has introduced a more rigorous assessment and tracking system which is being embedded and is beginning to indicate improving trends. Whilst a new policy is in place, there are still some inconsistencies in how teachers provide feedback and marking which will need to be addressed. Children are still a little uncertain of how well they are doing in RE and what they need to do to sustain good progress.

Staff are provided with opportunities for continuous professional development and make use of the support and training offered by the diocese and by the priests in the parish. It is hoped that more staff will access the CCRS programme in the future to enhance teachers' subject knowledge across the school.

All teaching observed was good and is effective in ensuring that pupils enjoy and engage with RE. Teachers work hard to plan creative and engaging lessons, which capture the children's interest and enthusiasm.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>2</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>