



**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**

<b>School:</b>	<b>St Ignatius Catholic Primary School</b>
<b>Address:</b>	<b>St Ignatius Square Preston Lancashire PR1 1TT</b>
<b>Telephone Number:</b>	<b>01772 555252</b>
<b>Email Address:</b>	<b>head@st-ignatius.lancs.sch.uk</b>
<b>School URN:</b>	<b>119610</b>
<b>Headteacher:</b>	<b>Mrs A. M. Delaney</b>
<b>Chair of Governors:</b>	<b>Mr R. Ainscough</b>
<b>Lead Inspector:</b>	<b>Mrs Frances Wygladala</b>
<b>Team Inspector:</b>	<b>Mr Philip Bates</b>
<b>Date of Inspection:</b>	<b>30<sup>th</sup> June 2014</b>

## INFORMATION ABOUT THE SCHOOL

St Ignatius' is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school mainly serves the former parish of St. Ignatius and has recently merged to form the parish of English Martyrs with St Ignatius, close to the city centre of Preston. It is a smaller than the average-sized primary school with 198 pupils currently on roll, of whom approximately 49% are baptised Roman Catholic and the majority of teachers are Roman Catholics. The proportion of pupils who join or leave the school over the course of a school year is higher than national average. There is a high incidence of social challenges in the locality and children's attainment on entry to school is below the national average. 88% of pupils come from diverse cultural and religious backgrounds where English is not their first language.

The proportion of pupils supported through school action is above average and those supported through school action plus or with a statement of special educational needs is broadly average but reducing over time. The proportion of pupils known to be eligible for the pupil premium is above the national average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	26	29	28	31	28	31	25	198
Catholics on roll	14	20	17	8	8	15	15	97
Other Christian denomination	1	1	0	1	0	0	1	4
Other faith background	12	8	11	20	22	16	10	99
No religious affiliation								
No of learners with English as an additional language	23	25	24	27	26	28	22	175
Total on SEN Register	6	7	7	6	4	8	3	41
Total with Statements of SEN	0	0	0	0	0	0	0	0

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
English Martyrs and St Ignatius	100

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10	10	10	10	10	10	10	

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25	25	25	20	20	20	20	

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25	25	25	20	20	20	20	

<b>STAFFING</b>	
Full-time teachers	6
Part-time teachers	3
Total full-time equivalent (FTE)	8.6
Classroom Support assistants	19
Number of Catholic teachers FTE	6
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	N/A
Teachers with CTC	3

<b>ORGANISATION</b>	
Published admission number	27
Number of classes	7
Average class size	28

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013-14</b>	<b>Current financial year 2014-15</b>	<b>Next financial year 2015-16</b>
Total expenditure on teaching and learning resources	£30,000	£35,000	£40,000
RE Curriculum allowance from above	£1,000	£1,750	£1,000
English Curriculum allowance from above	£1,000	£1,000	£1,000
Total CPD budget	£6,800	£6,800	£6,800
RE allocation for CPD	£1,500	£1,500	£1,500

<b>How the school has developed since the last inspection</b>
<p>Most aspects for improvement since the last inspection have been actioned and have had a positive impact on raising standards in RE and on access to and participation in prayer and liturgy opportunities.</p> <p>The school has a good capacity to sustain these improvements. The excellent leadership and the commitment of staff and governors demonstrate the capacity to improve further. Issues arising from in-house moderation meetings and self-evaluation have identified areas for development and improvement in support of improving standards of attainment and progress in RE.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**1**

**RELIGIOUS EDUCATION**

**2**

### OVERALL EFFECTIVENESS

St Ignatius' is a good Catholic school with many outstanding features. It is very welcoming and has inclusion for all as a central goal and a shared vision: most pupils enjoy attending and they have positive attitudes to learning. Pupils deepen knowledge of their faith throughout their time in school and increase their understanding of other faiths. The school lives out its Mission Statement daily which states that *'We put the faith and uniqueness of Jesus Christ at the centre of our vision for our children. We all strive to treat every person with respect and understanding. We know that no matter who we are or what our backgrounds, in school we will all be listened to and valued. We are all children of God'*. Governors play a significant part in leading the strategic direction of the school in the community it serves. Recommendations since the last inspection have been actioned and standards have risen.

The Catholic Life of the school is outstanding and the commitment from governors, staff, Parish clergy and catechists to support pupils in their prayer life and grow in faith has been a priority. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is outstanding and has an impact on every day life at St Ignatius'. This can be seen through pupils' responses to each other and to the notion of the common good in the world we live in. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the very best they can be.

Opportunities for Prayer and Liturgy are excellent; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the accessibility of the prayer room.

The quality of RE is good, pupils are provided with unique opportunities to deepen their faith, to understand Catholic traditions and practices, and progress well in their learning. Teachers have good subject knowledge in RE, they are well supported in terms of professional development and pupils enjoy and achieve well in their RE lessons. The curriculum is being developed to meet the needs of all learners in line with diocesan and national recommendations. Governors and leaders take account of the *'Fit for Mission? Schools'* guidance and have it as a standing agenda item at governors meetings to report on improvements and future plans.

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- improve outcomes for pupils by:
  - Focusing planning on the needs of different groups of learners to ensure that work planned for them that is appropriate to their ability.
  - Develop 'next steps' marking, so that learners know how to improve their work and; give time to pupils to reflect on the comments made by their teachers.
- Celebrate successes by:
  - Tracking levels of progress termly from foundation through Key Stages 1 and 2 and reporting annually to governors with other core subjects.
- Continue to work with local schools:
  - To develop sacramental preparation with pupils, clergy and catechists in the newly clustered parish.
  - To provide shared liturgical opportunities for pupils and parents.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

1
---

- 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

1
---

1
---

1
---

Pupils make an outstanding contribution to the Catholic Life of the school and greatly benefit from it. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the very best they can be. They are at the heart of a deeply embedded culture of care and concern promoted by leaders, managers and the staff team.

Pupils are proud of their religious backgrounds and beliefs: they are reflective and respectful of those with beliefs different to their own. They are well aware of the needs of other people and seek to support others through awareness raising, for example in assemblies and fund raising. On the day of the inspection, the focus for assembly was celebrating the work of CAFOD around the world and a cheque was presented for money raised by the whole school community during Lent. Pupil behaviour is good and a strong pastoral team supports vulnerable

children and their families. This is underpinned by outstanding spiritual, moral, social and cultural development. Pupils treat others with respect and acknowledge that their behaviour always has consequences. There is an atmosphere of reconciliation where pupils learn to forgive and start each day afresh, recognising Christ in everyone as they grow together in faith and love to serve the community.

Governors and school leaders are totally committed to the Church's mission in education as expressed in the *'Fit for Mission? Schools'* document. Governors make a significant contribution to the Catholic Life of the school, they are very experienced and passionate about their school and able to challenge as well as to support where necessary. They are regularly involved in monitoring and evaluating the Catholic Life of the school. Continued professional development is effective and staff meet regularly to share ideas and plans and to moderate work. All staff are supported in developing the Catholic Life of the school for example recent reflections on St Mark's Gospel and a half-day retreat. Governors, clergy and school leaders ensure that the Prayer and Liturgy of the Catholic Church are central to the life of the school and a key part of every school celebration. They plan the school calendar around the liturgical seasons and feasts, bringing them to life and deepening knowledge and understanding of them. All pupils are assisted and supported in their prayer life and are skilled in preparing and leading communal prayers. Pupils enjoy school Masses and liturgies and make good use of the prayer room, they appreciate being given time to pray to celebrate and to reflect. One pupil recalled a recent visit to church with the priest to look at religious artefacts and their symbolism and meaning. Themes for prayer and liturgy are chosen by pupils and show a deep understanding of the Church's mission and include the spiritual aspirations of all pupils, for example inspirational people, creation, treasures, saints etc.

The quality of provision for the Catholic Life of the school is outstanding. St Ignatius' is a welcoming, friendly community with a strong family ethos where everyone has the opportunity to grow in faith and to use their individual gifts to be unique and pupils flourish. The school is a harmonious community, focused on responding to the fundamental needs of the human person, spiritual, intellectual, physical, emotional and social. There is a wholehearted expression of the relationship between faith and action where similarities and differences are shared and celebrated. Prayer and liturgy are central to the life of the school and resources are used well to achieve priorities set.

Staff set good examples, are proud of their school and work well together. There are positive relationships with the parish, catechists, parents, governors, staff and pupils that everyone works hard to develop. The school have worked closely with successive parish priests since the last inspection to prepare pupils with catechists for the sacraments of Reconciliation and Eucharist. Masses are planned for, and celebrated on, Holy Days and at other special times in the school year, for example the beginning of the school year, Candlemas and the end of term. Key Stage 2 pupils plan and prepare for termly class Masses. The school engages well with the local community, ensuring that pupils respect and understand the feeling of belonging. It develops and expresses its ecclesial dimension through

partnership with the diocesan family of parishes and cluster work with schools. This was developed through The Year of Faith and there are plans to continue with the local family of Catholic schools. With the changes in the parish, there is a plan to develop sacramental preparation for pupils with clergy and catechists.

**PART B: RELIGIOUS EDUCATION**

**THE QUALITY OF RELIGIOUS EDUCATION**

<b>2</b>
----------

- 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

2
2
2

Pupils are able to talk about their work in RE, what it means to them and what they gain from it: they show interest and enthusiasm in their learning and have great pride in their work.

On entry to the school in Foundation Stage, baseline assessment shows that children have very little knowledge or understanding of the Catholic faith or its traditions. However they make excellent progress in the first year and this is built on through Key Stage 1, where standards have improved over the past three years and are now in line with standards in reading and writing. By the end of Key Stage 2, pupils have made excellent progress and standards in RE are in line with standards in writing and nearly a third of pupils achieve the higher level. This is much improved from the last inspection and takes account of the different achievements of groups of pupils within each cohort. Tracking levels of progress gives cause for celebration with many pupils making three levels progress from Key Stage 1 to Key Stage 2.

Leadership and management of the RE curriculum are good. The head teacher is dedicated to driving improvement and together with the RE subject leader and the leadership team, has high expectations of pupils. Assessment and tracking systems are now in place with a focus on tracking groups of learners, but the impact on attainment of this tracking and analysis is yet to bear fruit. Governors would have a greater understanding of attainment and progress in RE if the progress of pupils was reported to them termly. It would also help to include in the summer term report, levels progress in RE between Key Stage 1 and Key Stage 2 along with other core subjects. This would give governors a clear picture of pupils' achievement across the school.

Governors and school leaders are committed to the school's Catholic mission

and to its place in RE. The delivery of curriculum RE takes account of the Curriculum Directory, the diocesan document *'Fit for Mission? Schools'*. There is a good variety and use of resources for RE and teachers pay great attention to providing a good learning environment in RE. RE displays in the hall, in classes and around the school are of a very high standard and impact on the knowledge and understanding of all learners, for example a tree in the hall that developed from the beginning of Lent through to Easter and beyond.

The RE curriculum effectively provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. With a variety of strategies it ensures that all pupils are able to make progress, however improved lesson planning for different groups and individuals lessons and 'next steps' marking would enable pupils to have a sharper focus to their learning and to understand how to improve their work. The RE curriculum provides excellent opportunities for spiritual and moral development and it raises pupils' awareness of, and respect for, other world faiths. Teachers have developed strong subject knowledge which inspires pupils and contributes to their excellent progress as learners. As a result in most lessons, pupils concentrate, are eager to learn and achieve well. Many cross-curricular links are made and teachers enjoy the freedom to extend pupils learning beyond the RE lesson.

Communication with parents is good; there is termly reporting of attainment and progress in RE alongside other core curriculum subjects and half termly newsletters inform parents of topics to be covered in RE so that support can be given from home. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school, they are made to feel welcome and that the school meets the religious needs of all pupils, including those who are not Catholic.

## 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>1</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>1</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>1</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>2</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>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>