

INSPECTION REPORT ON THE PROVISION OF DENOMINATIONAL EDUCATION

School name: St. Ignatius Catholic Primary School
 Address: St. Ignatius Square, Preston PR1 1TT
 Unique Reference Number: 119610
 Name of Headteacher: Mrs Adrienne Delaney
 Date of Inspection: 6th March 2009
 Name of Inspector: Mrs Frances Wygladala
 Type of school: Catholic Primary
 Age range of pupils: 4 - 11
 Number on roll: 180
 Appropriate authority: The Governing Body
 Chair of Governors: Mr Lyndon Jones
 Religious Education Co-ordinator: Mrs Adrienne Delaney
 Date of previous inspection: 14th November 2006

The Inspection judgements are:	Grade	Explanation of the grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	2	
Religious Education - Achievement and standards	2	
Religious Education - Quality of provision	1	
Religious Education - Pupils' needs and interest	1	
Religious Education – Curriculum leadership and management	1	
Community Cohesion	1	

The following pages provide reasons to support these judgements

Information about the school:

St. Ignatius is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school serves the parish of St. Ignatius and pupils are drawn from a multi-faith, multicultural catchment area where the deprivation levels are well above the national average. There are currently 180 learners on role of whom approximately 49% are baptised Catholics. Eight of the ten teachers are Catholics. Less than half of the pupils transfer at the end of year six to Catholic High Schools, mainly Corpus Christi Catholic College and Christ the King Catholic Maths and Computing College.

Overall Effectiveness of the school

The overall effectiveness of the school is **good** with many outstanding features.

St. Ignatius Catholic Primary School provides a safe and secure environment in which pupils can learn and develop academically, spiritually and emotionally. The inclusive nature of the school promotes a caring ethos and a happy learning environment in which the worth and self-esteem of all members of the community are valued and nurtured. The school lives out its mission and is a welcoming community. Pupils show respect for each other and for adults working with them. They demonstrate a developing understanding of what it is to belong to a Catholic school in a multi-faith context as they progress through the school and in upper key stage 2 ask some deeply searching questions about religion and beliefs. Teaching is highly effective and the Religious Education curriculum meets the needs and interests of the pupils very well, starting with their own

experiences. The school is well regarded by parents, the parish and the wider community it serves, with which it has strong, constructive links. The diversity of the catchment is an enriching and valued element through which gospel values are shared and the right of every individual on their own faith journey supported. The faith backgrounds of all pupils are respected and children are encouraged to share their beliefs and practices to enhance the prayer life of the school. The leadership at all levels give good support to staff, work effectively with Governors and are dedicated to parish links and supporting all members in the community.

Improvement since the last inspection

The school has made **good** progress since the last inspection. Standards in R.E. have improved, so they more closely match other core subjects.

Governors now take a more critical approach to information regarding attainment and progress in curriculum R.E. The R.E. governor is a regular visitor to the school and asks many questions when viewing evidence of standards.

Capacity to improve

The school demonstrates a **good** capacity to improve by maintaining a clear focus on raising standards through the commitment of all staff and governors. This is a Catholic School in a unique context in the Diocese with a clear mission and vision that all staff, governors, parents and pupils subscribe to.

What the school should do to improve further:

- A baseline assessment should be fully developed in order to celebrate progress from entry to the school to the end of Key Stage two.
- To develop further collaboration and moderation with a local Catholic primary school to ensure that standards continue to improve.
- Refine an effective tracking system to celebrate achievement and to ensure continued improvements in teaching and learning.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

Leadership of the school is **outstanding**. School leaders are committed to the school's Catholic mission. They have a clear, strategic view that is understood and supported by the school community. The governing body demonstrates a good knowledge of current issues in Catholic education and has a good grasp of the strengths of the school and areas for improvement. The R.E. governor is effective in monitoring provision alongside the subject leader who is the headteacher. The inclusion of all is a central goal that is very effectively promoted and discrimination is tackled with vigour. Thorough monitoring and evaluation systems inform the school development plan. Excellent links exist between parents, the parish and the wider community. The headteacher demonstrates an unerring focus on pupils' fullest personal development and staff are compassionate and non judgemental. Highly efficient use is made of the excellent quality resources by the staff and pupils, stored in the dedicated prayer room. Governors and staff have worked together on a plan in response to the '*Fit for Mission? Schools*' Diocesan document.

Professional development in RE is effective with two senior teachers recently attending the aspiring deputy headteachers course. The Catholic Certificate of Religious Studies (CCRS) should be encouraged amongst staff to update their qualifications.

THE QUALITY OF COLLECTIVE WORSHIP

Inspection confirms that the quality of collective worship is **good**. Prayer is at the heart of school life and there is a range of formal and informal opportunities for staff and pupils to engage in prayer and acts of worship. Opportunities include the use of a variety of prayer styles, consistently appropriate to the age and faith backgrounds of the pupils.

Every member of staff takes it in turn to lead the Monday liturgical assembly, developing their leadership skills and confidence in reflecting on the liturgical year and other world faith feasts and festivals.

Pupils act with respect and reverence and are very keen to participate in collective worship. Liturgies observed during inspection confirmed that foundation stage and key stage one liturgies are led by teachers, with child led liturgies introduced in key stage two. By the end of Key Stage two pupils can plan and deliver an act of worship themselves.

Lunchtime prayer groups are well attended throughout the year in the parish church. The prayer room is used throughout the year by pupils from all faiths for quiet reflection and prayer; they are proud of this space and respect it. Resources include a prayer for every day and a prayer book written by pupils. Prayer and collective worship support the spiritual and moral development of pupils very well. The variety of worship provided varies throughout the liturgical year from rosary groups to 'living stations of the cross'.

RELIGIOUS EDUCATION - ACHIEVEMENT AND STANDARDS

Standards and achievement in RE are **good** and are broadly in line with the other core curriculum subjects assessed at the end of both key stages. Pupils are gaining knowledge, skills and understanding of religion and an ability to reflect on meaning at a good rate across all key stages. Pupils' progress is tracked from Reception onwards and reported to parents in the autumn and summer terms. The portfolio shows moderated work of a good quality. Standards in R.E. have risen since the last inspection and a significant number of pupils are reaching age appropriate levels in R.E. Most pupils, including those with additional needs, make at least good progress and some make very good progress. Every pupil's progress should be tracked in R.E. to celebrate achievement.

Collaborative working with a partner school ensures tighter assessment and moderation of leveled work. Standards in RE are monitored closely by SMT and the RE governor. The school now needs to further develop the use of baseline assessment in order to celebrate and monitor progress from foundation stage to the end of key stages one and two. Pupils' spiritual, moral, social and cultural development are outstanding and they make an excellent contribution to their community which is appreciated.

RELIGIOUS EDUCATION - QUALITY OF PROVISION

The quality of provision for RE is **outstanding**. There is a common sense of purpose among staff and teaching and learning are very good. All pupils, whatever their faith backgrounds are recognised and valued. Individual needs are well catered for and teaching is stimulating and consistently challenging. Staff supplement schemes of work with appropriate activities including, for example, visits to a church, a mosque and a temple, and with visitors from the Jewish community invited into school. Teachers ensure that the R.E. delivered has something of meaning to offer for all pupils. Pupils are given many opportunities to enrich their learning across the curriculum including cultural and faith interchanges and with other schools in Lancashire.

Parish clergy are frequent visitors to school and provide excellent support for R.E. and worship. Consistent and effective practices are in place for assessing and levelling work. Assessment is used to focus on how well the pupils are doing and to plan for the next steps. Teachers timetable RE within the guidelines of the Bishops' Conference.

The use of a variety of strategies and assessment for learning opportunities have broadened the range of teaching and learning styles offered in classes to maximise the potential of each child. The use of information technology in R.E. is good with pupils enjoying doing research for example, in year six on the story of St. Bernadette that was then re-enacted as a class liturgy. The 'Wednesday Word' was introduced in September 2008 to share the weekly gospel and take it into the homes of the Catholic population.

RELIGIOUS EDUCATION - PUPILS' NEEDS AND INTEREST

Inspection judges that this aspect of RE is **outstanding**.

Pupils clearly enjoy RE and this is demonstrated by their positive attitudes and enthusiasm for learning. They take care over their work and have pride in it. R.E. lessons foster an understanding between different faiths and cultures in the community the school serves. Pupils are taught to share the similarities of their faiths and celebrate the differences. R.E. is timetabled during quality learning time each day as a priority. Pupils have empathy with other countries around the world; they raise money for charities and support national and international projects such as CAFOD. Pupils feel very proud when visiting other schools or welcoming visitors to their school to challenge stereotypes and share personal experiences of other world faiths. One pupil stated 'we know about our own religion and share other beliefs in class daily, this helps us to understand differences and how we can all grow and live together when we are not at school'.

Attractive displays around school illustrate the enjoyment of R.E. During the inspection pupils explained their faith journey on a display around school where every child was included and some searching questions asked. One of the youngest pupils in Reception said 'I enjoy talking to God when we are quiet in class'.

RELIGIOUS EDUCATION – CURRICULUM LEADERSHIP AND MANAGEMENT

Leadership and management of curriculum RE are **outstanding**. The subject leader has an aspirational view of what is possible in R.E. and has brought about many improvements. The subject is organised efficiently and managed effectively with RE being a high profile subject, lead by the headteacher. Ways of improving the scheme in R.E. are constantly sought, for example Old Testament stories added recently to enhance understanding and interest. Other schemes have been reviewed and are used to augment the well established 'Here I Am' scheme. All staff are clear about the purpose of RE and have equal access to guidance, support and relevant training. There is good use of parish links to strengthen R.E. and to inform future practice. Most pupils achieve well and good leadership ensures that improvements are sustained. Governors are well informed about curriculum RE through the subject leader and the R.E. governor. Diocesan training opportunities are available to all staff to develop their expertise and understanding. Half termly targets for R.E. are set for every pupil, these are challenging and in line with core subjects.

An INSET on Gospel reflections at the beginning of the year was appreciated by staff who have become more reflective in their delivery of collective worship both in class and in assemblies.

Continued collaboration and moderation with a local Catholic primary school is planned, in order to continue to build confidence in leveling work with staff.

COMMUNITY COHESION

The school judges the promotion of community cohesion as **outstanding** and the inspection supports this judgement. There is a wealth of evidence that the Mission Statement is a truly living document, evident in pupils' attitudes, colleagues support for each other and in the care and love for everyone shown in school.

The headteacher and staff are committed to promoting relationships with the wider community. This school celebrates its diversity and is truly inclusive with all members of the school community. The school regularly fund raises for CAFOD and in the past has had a 'Live Simply Week' when the whole school had a frugal meal to empathise with those people in the world who are starving and living in extreme poverty. An example is also set by staff who support CAFOD's world gifts scheme instead of sending each other Christmas cards.

The school promotes very positive relationships with parents and the parish. Parish events are well publicised in school and vica versa and this communication helps to foster an understanding of what is happening in the wider community.

The school succeeds in living together as a family that can openly discuss and celebrate Catholic values together with the values of every other faith and culture in the local community. Every year the Bishop celebrates the Racial Justice Mass in the Parish, to highlight the diverse local community. The school has represented the local authority at a consultation with the DCSF, senior police officers, the cabinet minister for children and other county officials to lead on devising a scheme of promoting community cohesion to be shared throughout Lancashire in the near future. The truly inclusive nature of the R.E. curriculum, starting with the experiences of the pupils and allowing them to compare and contrast religions, has a very positive impact on their tolerance and their understanding of community cohesion.