

Report of the Denominational (Canon 806 & Section 48)
Inspection of
(Inspection was carried out under Section 48 of the Education Act 2005)

St. Pancras Catholic Primary School
Stratford Road, Ipswich, Suffolk. IP1 6EF

DfE No: 935/3341
URN: 146977



For Catholic Diocese of East Anglia

Chair of Governors: Roisin Anderson-Hurst

Executive Headteacher: Mrs Clare Clark
Head of School: Mrs Lucille Martin
Acting Head of School: Mrs J McGhee Wallace

Denominational Inspector: Mrs Margaret Stewart

Dates of Inspection: 17th January 2022

Date and grade of previous inspection: November 2013 Grade 2

DESCRIPTION OF THE SCHOOL

St. Pancras is a one form entry primary school with 204 pupils ranging from 4-11 years old. The school serves the parishes of St. Pancras and St. Mary Magdalene in the west side of Ipswich. Pupils come from diverse backgrounds, 49% of which are Catholic. 43.5 % are from other Christian denominations and there are no pupils identifying as from other world faiths. 11% of pupils have English as an Additional Language (EAL).

24% of pupils are eligible for Pupil Premium (PP) and 22% for Free School Meals (FSM). There are 18% of pupils identified as having Special Educational Needs and Disability (SEND) and 3 of these pupils are supported with an Educational Health Care Plan (EHCP).

There are 7 full time teachers and 1 part time teacher, 47% of who are Catholic. 3 teachers have a qualification specific to Religious Education.

The S48 RE Inspection included:

On arrival there was an initial meeting with the executive headteacher and acting head of school to outline the day. A tour of the school to meet staff, view classrooms and communal areas took place. Displays and areas reflecting the Catholic character of the school were evaluated. The inspector joined the year 2 class to attend the remote whole school Collective Worship, led by the acting head of school. This was followed by a meeting with the executive headteacher, acting head of school and head of school (who is on Maternity leave and joined the meeting remotely). Here the School Development and Improvement Plan (SDIP) and Catholic SEF were scrutinised. The inspector met with the chair of governors to discuss her role and the impact of the governors on Catholic Life, Religious Education (RE) and Collective Worship.

This was followed by an interview with pupils from reception to year 6 and later with staff to gain their views of life at St. Pancras. Lesson observations alongside the acting head of school and a book scrutiny were carried out.

OVERALL EFFECTIVENESS OF THE SCHOOL AS A CATHOLIC SCHOOL. Grade 2

St. Pancras Catholic Primary school is a school where Religious Education is good in all areas and it evidences some elements that are outstanding in both Catholic Life and Collective Worship. During recent years there have been significant changes to the leadership, staffing and practice within the school. As a result of effective leadership and commitment to a clear Catholic vision, the changes and transitions have been positive, accumulative and robust. St. Pancras is a vibrant and supportive community where pupils and staff express that they feel highly valued and respected for their individual gifts and strengths. When changes are made, everyone feels they have a voice and their contributions are considered and appreciated. Success is warmly attributed to being the result of 'a team effort', including leaders and colleagues within the Catholic Multi Academy Trust (CMAT).

Parents feel that the school is effective in supporting their children spiritually and morally and that they feel welcomed and involved in the Catholic life of the school. A parent expressed appreciation by saying 'I felt really listened to and supported by the class teacher and head of school during a difficult time and now things are getting better'.

Governors and leaders are proud of their school and are proactive in driving improvements and supporting change.

All actions from the Interim Monitoring Visit in April 2019 have been implemented and almost all actions are embedded.

Provision during COVID 19 Pandemic

Provision for pupils and their families during the COVID 19 pandemic clearly reflected the Catholic nature of the school. The head of school and other leaders ensured that staff were supported well to enable them to carry out their responsibilities as class teachers. Significant challenges of planning and teaching lessons online alongside teaching pupils (who attended school for appropriate reasons), were undertaken with dedication to their vocation. Staff carefully monitored responses to the online offer and quickly addressed any difficulties arising via phone contact or emails. Lessons were adapted and carefully planned. On completion, feedback was given when work was returned to the teacher. Pupils that required additional support were contacted regularly by the class teacher or appropriate member of staff to ensure parents and carers received the support they required. Challenges around ICT were addressed by a member of the office staff and additional laptops were distributed to families where they were needed. For pupils who experienced difficulties in returning to school, extra care and support was given by adults in nurture groups and through the 'Motional' programme. Governors were proactive in supporting the staff by recognising their commitment to each other, their pupils and families. A letter of thanks and appreciation was sent to all staff by the chair of governors in recognition of how they went above and beyond their calling to serve the school community. Many everyday practices within Catholic Life, Religious Education and Collective Worship had to be put on hold or adjusted but governors and leaders implemented a clear vision to resume their plans for development.

What the school needs to do to improve further:

- Establish systematic monitoring and evaluation schedules in all three areas of RE to ensure planned improvements and vision for developments are timely and effective.
- Include the voice of pupils in all areas of RE, communicating outcomes with them so that they can identify the impact of their views and contributions.
- Work towards a whole school award such as 'Rights Respecting School' so that the commitment to Catholic Social Teaching can be recognised, celebrated and endorsed.
- Improve outcomes in RE by developing strategies for pupil self-evaluation and by teaching skills in identifying *how* to improve learning.
- Raise standards in the consistency and quality of pupils work in RE books to include richer religious vocabulary and opportunities for extended pieces of writing.
- Develop the role of the chaplaincy more fully to ensure the school, family and parish links are strong and active.
- Leadership roles in RE to be introduced in younger year groups to ensure succession planning for the future.

CATHOLIC LIFE:

Grade 2

The extent to which pupils contribute to and benefit from the Catholic life of the school is good and in a number of areas it is outstanding. Pupils and staff show a clear commitment to their new Mission Statement; 'We are loving and kind, we pray and we play, we learn and explore through our faith every day'. They demonstrate their understanding of what it means to be a Christian in today's world by the way they nurture positive relationships, express their faith and serve others, especially those who are most vulnerable and in need. Pupils enjoy the responsibilities of belonging to a Catholic community. They enthusiastically participate in and plan activities that 'Make Things Happen' contributing to the Catholic life and mission of the school through supporting charities such as MIND, Shoe Box Appeal, FIND, and CAFOD. A successful key stage two campaign highlighted action against climate change. Receiving a written reply from their local Member of Parliament allowed pupils to witness the power of their voice in protecting our Common Home. Responsibility for organising fundraising events and care of the environment activities that relate to 'Laudato Si' and 'Fratelli Tutti' allow pupils to see the impact of their faith in action. Pupils and staff value events that promote Catholic life outside school. Pilgrimages to Walsingham, the Cathedral and Clare Priory deepens their faith journey and spiritual growth. Attending and participating in the local Remembrance service, visiting a Gurdwara, and participating in services at the local Anglican Church enriches their understanding of community and other faith traditions. The school rules, developed with the pupils, are clear and achievable 'Be Kind, Be Respectful, Be Safe, Do Your Best'. The good behaviour of pupils in lessons and around school promotes good learning and positive relationships. The introduction of 'Learning Behaviours' will strengthen these aspects moving forward. Pupils have a good understanding of what it means to forgive and be forgiven. One child in key stage two said 'If someone upsets you, you have to forgive them and move on, they might be having a bad day'.

The school values are embedded in the recently revised House system and are inspired by the life of Saints who are familiar and relevant to the pupils. Pupils understand how their choices and efforts contribute to the greater good and uphold the Gospel values. Displays in most classrooms and in shared areas clearly demonstrate the school's Catholic identity, commitment to Catholic Social Teaching and celebration of pupils work. Welcoming displays in the foyer include a striking altar where scripture from the Gospel is open, a board on St. Pancras and there is a sculpture of Jesus and the children, clearly representing the Catholic character of the school. A key stage 2 pupil said 'We are a Catholic school and everyone is welcome. Everyone has differences and we must be accepting and celebrate that.'

Senior leaders and governors have driven significant change in the Catholic life of the school in recent years. This has been supported by colleagues and provision within the Catholic Multi Academy Trust (CMAT). Leaders and all adults are excellent role models for pupils and each other in all areas of school life, demonstrating openness, pastoral care and active faith. Staff feel valued and well supported by leaders and each other, 'We are like a family', one member of staff said. RE is given priority on the School Development and Improvement Plan (SDIP) and there are beginning to be more robust cycles of monitoring and evaluation of Catholic life which will ensure further improvements.

RELIGIOUS EDUCATION:

Grade 2

Pupils make good progress in RE from their varied starting points. Attainment is broadly in line with other areas of the curriculum. Pupils enjoy their learning in RE evidenced by their enthusiasm to contribute and ask questions and by their good behaviour during lessons. 'We really enjoy the discussion work when we can think about hard ideas and listen to each other'.

Teachers are thorough in their planning of RE lessons and this is consistent across the school. Challenge and support are clearly planned for, key questions and vocabulary are

identified and there is a clear scripture focus to underpin the lesson. Clear progression can be seen across the year groups. Teachers use their resources creatively with most lessons being well differentiated for a variety of needs. An EAL pupil, new to school, has individual provision so that he can be included more fully in learning. Work in most books showed progress over time and many were well presented. Large floor books capture pupils' responses, ideas and questions around a topic, evidencing deeper thinking and good use of religious vocabulary. Consistency in including clear learning objectives and increasing opportunities for extended pieces of writing will ensure greater focus and challenge for learners.

Improvements in assessment strategies in RE by using the New Standards and I Can Statements are providing the school with clear information on pupil attainment and progress. This information is then used to plan for future learning and addressing gaps for learners. Recently introduced 'live feedback' is having a clear impact on progress during lessons and it is helping pupils to improve rapidly. Planned developments to increase skills of self-evaluation and identifying how to achieve next steps will improve outcomes further. The new Relationship and Sex Education (RSE) policy and programme has been adopted in accordance with the current guidance and parents are fully consulted. Subscription to TenTen resources ensure lessons are engaging and age appropriate, leading to pupils having a good understanding of loving relationships in a Christian context; teachers carefully adapt lessons to reflect the needs of each cohort.

Senior leaders ensure there is quality continuing professional development (CPD) in RE for teachers and support staff. Courses on 'Children's Spirituality', 'Spirituality and Catholic Ethos', and for aspiring leaders, 'Servant Leadership' impacts on provision in RE. All staff attended CAFOD training on 'Everything is Connected' which promotes the distinctive Catholic curriculum through care of our common home and engagement of Catholic Social Teaching through Sustainable Development Goals. It is clear that RE is a high priority for everyone; expectations, achievement and current targets for developments are communicated during meetings with staff and governors. Parents are informed of themes and events in RE through a weekly newsletter. Leaders have addressed inconsistencies in provision of 10% of curriculum time and the RE curriculum now meets Bishops' Conference requirements. Governors are made aware of targets and outcomes in RE through the SDIP and a more systematic monitoring schedule will ensure outcomes for RE will drive improvements further.

COLLECTIVE WORSHIP:

Grade 2

Collective Worship is highly valued by all at St. Pancras and is a strength of the school. It is recognised as having a positive effect on pupils and staff, enriching their spiritual and moral formation. Pupils respond reverently to a variety of opportunities for prayer and they have a very good understanding of why prayer is important to people of faith in building a relationship with God. 'Praying is important because you are really talking to God and God is always there for you'. During an observed online assembly, led by the acting head of school, pupils listened carefully, and responded enthusiastically to questions, prayers and scripture. When asked to pray silently, pupils were deeply reflective, one pupil said, 'When we are asked to think about something important in assembly it's like God helping you into the light'. Pupils are highly motivated in planning and delivering collective worship. Members of the Worship Council explained that they use scripture linked to the liturgical year and school values to inspire their prayer and worship sessions and they enjoy the responsibility and challenge of presenting it to other year groups. Older pupils have experience of planning and independently delivering liturgies to the whole school such as for All Saints' Day and Remembrance. In all year groups pupils enjoy preparing their own prayers of intercession for Masses. The developing role of the Mini Vinnies will further enrich pupils' experience of prayer and liturgy.

The variety of Collective Worship in school is carefully planned to richly reflect the rhythms of the liturgical year, themes and messages of Catholic Social Teaching, sacramental life and also planning links to PSHE, where appropriate. Pupils demonstrate a strong commitment to expressing their faith beyond the school boundaries, responding enthusiastically to attending local events at the local cenotaph, Harvest and Easter experiences at the Anglican Church and visiting a nursing home to sing carols for residents.

The involvement of the new parish priest in the life of the school will continue to enhance the sacramental and spiritual opportunities for all as well as encouraging pupils and their families to become more fully involved in the life of the parish.

All teaching staff take responsibility for planning and delivering collective worship in school with the RE leader supporting individual staff when necessary and modelling good practice. Effective CPD in school and attending courses on spirituality is impacting on all staff being increasingly confident in planning and delivering quality assemblies, reflective prayer times and different forms of liturgy including Masses. Governors have begun to monitor collective worship and are strongly committed to ensuring that it is given a high priority on the school development plan.



EAST ANGLIA DIOCESAN SCHOOLS' SERVICE

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Letter to pupils explaining the findings from the Diocesan Inspection

17th January 2022

Dear Pupils

Diocesan Inspection of St. Pancras Catholic Primary School

Thank you very much for making me so welcome in school on the day of the inspection. I enjoyed meeting with your teachers and other adults who look after you and I particularly enjoyed visiting you in your RE lessons to see you working so hard.

Here are some of the things I especially liked:

- * Your teachers work hard to make your RE lessons exciting.
- * The warm and welcoming character of your school where everyone has the opportunity to thrive and learn following the message of your Mission statement.
- * You are thoughtful and prayerful during assemblies and reflections and show that you understand how prayer helps you in your lives.
- * You are caring and considerate with each other, your behaviour is excellent and you are well cared for by your teachers and other adults.
- * You put your faith into action in the way you care about your school, your community, the environment and those who need extra care and help across the world.

Here are some of the things I have asked your teachers to consider:

Teaching you skills so that you know how to improve your work more independently and give you opportunities to do longer pieces of writing in RE. I have also asked your teachers to find out your views about RE so that some things you suggest are carried out. You are working very hard to put your faith into action so I have asked your school to work towards a special award so you can celebrate your achievements. It is important that the school and parish work together well so Fr. Paul will need your help with this as he settles into his new role. Finally those of you who belong to the Worship Council and Minnie Vinnies will be asked to pass on your skills to younger children so they will know what to do when you move to your next school.

Thank you

Yours sincerely,

Margaret Stewart
Diocesan Inspector