

St Ignatius Catholic Primary School

St Ann's Road, Tottenham, N15 6ND

Date of inspection by Westminster Diocese: 15 February 2019



Summary of key findings for parents and pupils

A. Classroom religious education is good

- This school offers a good and varied curriculum based on the Religious Education Curriculum Directory. Pupils are engaged in their learning. Art, drama and music enhance the religious education curriculum.
- The religious education team ensure that there is clear progression in the delivery of religious education across all key stages.
- Most pupils make good progress, they enjoy religious education and are well behaved in lessons.
- Leaders work closely with the diocesan adviser and moderate externally as well as internally.
- Good feedback is provided for pupils and pupils know how to use this feedback to identify their next steps in learning.
- Leadership of religious education is in a transitional period and the religious education team is striving to ensure that staff are well supported and monitor teaching to ensure good progress is being made.
- The link governor for religious education is heavily involved in his subject and with the religious education team, monitors books and observes lessons.

Classroom religious education is not yet outstanding because

- Pupils are not yet provided with challenges that allow them to apply a wide variety of skills.
- Pupils are not yet provided with enough collaborative learning opportunities.

B. The Catholic life of the school is good

- This school excels at being a community based on Catholic tradition, with Christ at its centre. It has managed to ensure that all members of the school community live out their mission statement in a most effective way.
- The curriculum meets the 10% curriculum time requirement of the Bishops' Conference of England and Wales.
- It is evident to all that religious education is at the heart of this school and pupils are active participants in living out their faith.
- Leadership, including the governors is committed to supporting religious education and ensures that resources and budget are in line with other core subjects.
- Pupils experience a wide variety of worship. Traditional prayer is planned for and pupils produce their own prayers and reflections in a class prayer book throughout the year.
- Pupils have a deep understanding of social teaching and the Common Good and are active in their work in the community to address issues of concern
- Parents are overwhelmingly positive about the contribution this school makes to the development of pupils' faith.
- The head teacher and governors promote the Catholic life of the school with energy and enthusiasm.

The Catholic life of the school is not yet outstanding because

- Pupils are not yet fully involved in planning liturgies nor evaluate the impact of their planning.

A. Classroom Religious Education

What has improved since the last inspection?

The last report recommended that the school should develop marking and feedback even further so that practice is more consistent across the school. In addition, time should be allowed for pupils to respond to marking regularly and to complete extension tasks to move their learning on. They were also asked to develop children's own understanding of what they must do to improve. In this inspection, inspectors found that feedback is developmental and pupils respond well, resulting in a positive attitude to learning and engagement; thus pupils know what they must do to improve their work. Pupils clearly demonstrate a sense of pride in their books. Presentation is of a high standard and pupils' responses indicate that they are receiving appropriate challenge resulting in some greater depth outcomes. The school has developed systems to track progress. Inspectors found that there was evidence of good models of next steps questions and personalised questions relevant to the learning objective impacting positively on pupil progress.

The content of classroom religious education is good

This school offers a good and varied curriculum based on the Religious Education Curriculum Directory (RECD). The school has an interim religious education team consisting of the headteacher, senior leaders and members of the governing body. The school made the decision to introduce a new scheme of work as well as new assessment procedures last year. The diocesan adviser has worked with leaders to develop a strategic plan for implementation of these new initiatives and this is having some impact. The content of religious education is structured. However, on occasions it is constrained because teacher subject knowledge is not strong enough. Pupils' religious education books have been monitored to ensure coverage and that the RECD forms the basis of the content of religious education. Pupils' religious literacy has been developed in many different ways. Pupils are able to access scripture from Bibles; create prayers from simple ideas, display their understanding through art work and song. As a result most pupils make good progress.

Pupil achievement in religious education is good

As part of the assessment pilot, pupils' work is measured and assessed against the new standards document and the school is developing a tracking system to evidence progress in line with other core subjects. Pupils enjoy participating in lessons; they are well behaved and fully engaged in their religious education lessons. There were some examples of pupils being passive learners and long lesson introductions reduce pupils' opportunities to express themselves, thereby impacting on progress for all pupils. 'Partner talk' as a teaching strategy tool is used although it is not always effective when pupils' responses are not sought afterwards. Pupils are able to discuss what they have been learning in class although cannot always make meaningful links in their learning. Inspectors saw some good use of scripture; pupils understand biblical references. There was also evidence of some good use of questioning. Support staff have good impact in the lessons observed. Attainment in religious education continues to compare favourably with the other core subjects. Good progress is made by most pupils however there is evidence of lack of challenge when pupils are not asked to probe deeper to develop their knowledge and understanding. This was evidenced when teachers were not secure enough in their subject knowledge to develop pupils' understanding of a topic when discussion deviated from the textbook, resulting in low expectations of the children. Where best practice was observed teachers conducted a mini plenary to correct misconceptions and used effective strategies to bounce ideas from one pupil to another thereby challenging pupils to improve their answers.

The quality of teaching is good

The school has recently experienced staff turnover, five full time class teachers joined staff in September 2018. Of this group, three are newly qualified and the others are new to Catholic education. Inspectors observed that teachers in this school work hard to impart knowledge however, pupils display elements of passive learning and are not always evaluating and applying their learning. Although some teachers have high expectations of pupils in terms of their learning in religious education, this is not consistent. Pupils are not always stretched through effective questioning techniques and therefore work is not matched appropriately according to ability. Some lessons observed were heavily dependent on text books thereby limiting pupils' exposure to the learning intended. This resulted in lost opportunities for discussion and clarification in certain lessons. In the best lessons observed, teaching was creative, incorporating song, art and role play. 'Driver' words were included in learning intentions, ensuring learning was meaningful, creative and engaging. There is a positive climate for learning. Displays enhance learning and are of a very high standard. Homework contributes well to pupils' learning and enables pupils to make good progress that deepens their knowledge and understanding. In both Year 5 lessons observed, relationships and attitudes engendered enthusiasm Pupils demonstrated good subject knowledge, and were working hard in lessons. Most teachers displayed good subject knowledge and set high expectations. Challenge was provided and there was a positive climate for learning. The teaching assistants were skilled at supporting learning and the strategies used to engage pupils were effective and enabled them to build on challenges. Prayer areas are of a high standard. In Year I, a film clip was used to engage the pupils and promote enthusiasm. There was good use of questioning and scripture was used effectively to support learning. In Early Years Foundation Stage, a variety of resources were used to encourage awe and wonder as well as being used to provide a meaningful age-appropriate link to the school mission statement. Displays are visually appealing and celebrate outcomes by promoting some children's writing. However outside provision does not have any evidence of supporting pupils' learning in religious education. Bi-lingual support is provided for pupils who are new to the English language contributing to a fully inclusive environment.

The effectiveness of leadership and management in promoting religious education is good

Teachers are supported in their teaching by having a well-structured curriculum. However, the curriculum needs to be broadened to incorporate more challenge for pupils. The school acknowledges that subject knowledge is an issue for some and has heavily promoted the Catholic Certificate of Religious Studies resulting in an increase in staff undertaking this training. The religious education team monitors regularly, its self-evaluation is mostly accurate and a new website is under construction. Leadership in religious education has benefitted from the recruitment of highly skilled and experienced governors with specific experience of leadership in Catholic education. The religious education link governor is heavily involved in the life of the school. He has worked with the team to carry out work scrutiny and has partnered the team in lesson observations. The head operates an open door policy for staff who need support in the teaching of religious education; he is growing the religious education team to promote opportunities for staff development in religious education. This school invested heavily in training its previous subject leader and in this interim period has benefitted from working alongside its diocesan adviser.

What should the school do to develop further in classroom religious education?

- Pupils should be provided with challenges that allow them to apply a wide variety of skills.
- Pupils should be provided with collaborative learning opportunities.

B. The Catholic life of the school

What has improved since the last inspection?

In the last inspection it was found that the school needed to continue to develop its partnership with parents so that perceptions of the school's work are well informed for all groups, including those who are hard to reach. Partnership with parents is now a real strength of the school, 142 questionnaires received were overwhelmingly positive. Parents value the 'PEARL' Gospel values (Prayer, Equality, Achievement, Respect, Love) taught in this school and gave many examples of how their pupils use and apply these values in their everyday lives. Parents are kept informed via a school app and feel involved in their children's learning. Parental participation has improved with the introduction of regular coffee mornings and other outreach events.

The place of religious education as the core of the curriculum

is good

The curriculum meets the 10% curriculum time requirement of the Bishops' Conference of England and Wales. Religious education has a strong status in school and the budget for religious education is in line with other core curriculum subjects. Pupils like religious education and feel a great sense of pride in their work as is evidenced by the beautiful communal displays and classroom prayer spaces as well as the very high standard of presentation of work in pupils' books. A parent spoke to inspectors about how happy she is to travel to St Ignatius School, as she really believes that this school taps into the needs of families in its care. She explained how staff live out 'PEARL' values and how this in turn impacts the most vulnerable in a positive and nurturing way. Governors are actively involved in promoting religious education, they continue to invest heavily in religious education. Governors offer strong support to the school and ensure that they are kept well informed of progress.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is good

Pupils experience a wide variety of worship, traditional prayer is planned for and pupils produce their own prayers and reflections in a class prayer book throughout the year. There is a planner for collective worship and pupils spoke enthusiastically of reflective prayer using music to enhance their prayerful experiences. Displays evidence work carried out to celebrate 'Adoremus', the national Eucharistic pilgrimage and congress Pupils spoke knowledgeably about the Eucharist. Pupils attend reconciliation services during Advent and Lent. Pupils' liturgy is linked to the liturgical year and singing is a strength in liturgies. Pupils feel safe and happy as part of this school community. There are close links with the parish and parents are encouraged to attend and participate in the prayer life of the school.

The contribution to the Common Good – service and social justice –

is outstanding

Pupils at St Ignatius can articulately discuss the Common Good and refer to the 'PEARL' values demonstrating a keen understanding of how scripture forms the basis of actions for Catholics. Pupils have a strong sense of social justice and could eloquently explain how their work with the 'Haringey Citizens Landlord Action' project when pupils shared their research project with local councillors was as a direct result of Jesus' teaching. They understand their responsibility as Christians in this area. Pupils can explain their role, position and voice as important and valuable in the movement for change. Pupils are able to link the consequences of their actions to their beliefs, morals and faith.

Pupils understand how fundraising is an important way to help the poor but can also articulate how fundraising should be directed to help others help themselves through educational programmes. Pupils demonstrate a clarity of vision in terms of different situations for families in their school and their research on corrupt landlords.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

This school is supported in developing the many areas of the religious education curriculum and its Catholicity through support from the diocesan education team. The impact of this work can be seen in the manner in which the school works collaboratively with diocesan advisers and the newly established team to ensure continuity of provision. St Ignatius has established good links with the local Catholic secondary girls' school who read with pupils thereby impacting on outcomes for pupils. Parents are very happy with St Ignatius School and highly recommend it, as do pupils. Pupils asked inspectors if they knew of any child in the area looking for a school, and they stated that those children should definitely apply to St. Ignatius. Parents commented on how well the school prepares pupils for the next stage in their education. They say staff are approachable and welcoming. Parents value the new technology introduced as a tool to communicate with school. Representatives from the religious education team attend their respective local cluster meetings with other Catholic schools and are committed to ongoing engagement with the diocese at all levels. Parents are invited to share class assemblies, class masses and other formal acts of worship with their children. They value this greatly and feel very much part of a wider school community.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is good

This school is fully committed to Christ's mission in education. The head teacher promotes the Catholic life of the school with an energy and enthusiasm that is evident to all who enter the building thereby ensuring that every visitor feels Christ's presence. He demonstrates this through every interaction he has with pupils, staff and parents. The displays in the communal areas reflect the Catholic life in a very strong way. It is evident that Christ is at the centre of everything in this school. Governance is very strong, offering both challenge and support to the school based leadership team. Staff are fully committed to supporting the values and ethos of the school. The 'PEARL' values can be seen in the daily life of the school. Pupils understand these values, parents are enthusiastic about the impact of 'PEARL' values in the home. Children's relationships with each other are very positive and the relationships between members of staff are also very positive

What should the school do to develop further the Catholic life of the school?

- Ensure pupils are fully involved in planning liturgies and can evaluate the impact of their planning.

Information about this school

- The school is a two form entry Catholic primary school in the locality of South Tottenham
- The school serves the parish of St. Ignatius, Stamford Hill.
- The proportion of pupils who are baptised Catholic is 86%.
- The proportion of pupils who are from other Christian denominations is 11% and the remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 86%.
- The number of teachers with a Catholic qualification is 8.
- There are 85 pupils in the school with special educational needs or disabilities of whom 5 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average 87%.
- The number of pupils speaking English as an Additional Language is well above average.
- There is average rate of families claiming free school meals.
- 102 pupils receive the Pupil Premium (27%).

Department for Education Number	309 3502
Unique Reference Number	102144
Local Authority	Haringey

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 -11
Gender of pupils	Mixed
Number of pupils on roll	387
The appropriate authority	The governing body
Chair	Mrs Lourdes Keever
Headteacher	Mr Con Bonner
Telephone number	02088002771
Website	www.stignatiuscatholicprimary.co.uk
Email address	head@st-igs.haringey.sch.uk
Date of previous inspection	7 March 2014
Grade from previous inspection	
Classroom religious education	Outstanding
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 14 lessons or part lessons were observed.
- The inspectors attended one of act of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Ms Evelyn Ward

Lead Inspector

Ms Deirdre Finan

Associate Inspector

Ms Sinead Steed

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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