

St Ignatius Catholic Primary School

St Ann's Road, Tottenham, London, N15 6ND

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement and the quality of teaching have improved substantially since the previous inspection. Pupils make consistently good progress.
- Attainment at Key Stage 1 has risen in reading, writing and mathematics over the last three years.
- Early reading skills are well developed and the proportion of pupils in Year 1 reaching the standard for the phonic (letters and sounds) screening check is above average.
- Pupils continue to make good progress at Key Stage 2 and are well prepared for moving to secondary schools.
- Teaching is consistently good and some is outstanding. Classrooms are bright, inspiring and support learning effectively. Teachers make lessons interesting and fun so pupils learn well.
- The early years provision is good. Children are well supported to develop their skills and knowledge and are well prepared for Key Stage 1.
- Disadvantaged pupils make good progress.
- Behaviour is good. Pupils from a wide range of backgrounds get on well with each other. Pupils are respectful of staff and each other.
- Pupils have very positive attitudes to learning. They are keen to learn subjects and topics which are made interesting for them, they try hard and do well.
- Pupils say that they feel safe in the school and almost all parents agree with this view.
- The headteacher, well supported by leaders, managers and governors, has focused on improving teaching so this is consistently good. As a result, pupils' achievement has also improved.
- The governing body provides a strong level of challenge and support to the school's leadership.
- Pupils' spiritual, moral, social and cultural development is a particular strength. The school's values of prayer, equality, achievement, respect and love are fundamental to all of its work. These result in a caring community and positive, supportive relationships.

It is not yet an outstanding school because

- On occasions, teachers' expectations of pupils' achievement are not high enough.
- Staff do not have enough opportunities to learn from outstanding practice, both within and beyond the school.
- Plans for improvement do not always include milestones so that leaders and governors can check actions throughout the year to drive more rapid progress.

Information about this inspection

- Inspectors observed learning in 25 lessons, three of which were observed jointly with the headteacher. The lead inspector also made a number of short visits to lessons with the headteacher.
- Inspectors looked closely at pupils' written work for the current school year and listened to some pupils read.
- Meetings were held with the school council and another group of pupils, the Chair and Vice Chair of the Governing Body and two other governors, school leaders and a representative of the local authority.
- Inspectors took account of the 24 responses to the staff questionnaire and the 50 responses to the online questionnaire, Parent View. Inspectors also spoke with parents in the morning, before school.
- The inspection team looked at a range of documents including plans for improvement and checks on the quality of teaching, governing body minutes, behaviour, attendance and safeguarding information. They also considered the school's information on pupils' attainment and progress.

Inspection team

Susan Williams, Lead inspector	Additional Inspector
John Hicks	Additional Inspector
Bruce Waelend	Additional Inspector

Full report

Information about this school

- St Ignatius Catholic Primary School is much larger than the average-sized primary school.
- Pupils come from a wide range of ethnic backgrounds with the largest group Black African, which is almost half of the pupils on roll.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The vast majority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. This is additional government funding for pupils known to be eligible for free school meals or who are looked after.
- In the early years, Nursery provision is part time, with morning and afternoon sessions. Reception children attend full time.
- The school runs a breakfast club in the mornings before school starts.
- There has been a new assistant headteacher appointment and a number of staff changes since the previous inspection. There is also a new Chair of the Governing Body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching further by teachers having :
 - higher expectations for pupils' more rapid progress in lessons
 - opportunities to observe outstanding practice within the school and beyond.
- Develop improvement plans to include clear milestones so that leaders and governors can check regularly throughout the year that actions are driving more rapid progress.

Inspection judgements

The leadership and management are good

- The headteacher is passionate about pupils achieving their best. He has been successful, for instance, in providing effective support for the high numbers of pupils who speak English as an additional language. He is well supported by other leaders and, together with staff, has created a culture of high achievement for pupils. Teaching has improved and is consistently good, and good behaviour flourishes.
- The robustness of checks on teaching has improved. A range of information is used to judge the quality of teaching, including, for example, checking pupils' books to ensure that teaching remains good over time. Support to improve teaching has been effective and staff, including those new to teaching, have been supported effectively so they teach well. However, teachers have not had enough opportunities to observe outstanding practice in the school, or other schools, to help them further improve their teaching.
- Middle leaders are increasingly effective in their roles and are involved in a range of strategies to improve teaching and pupils' achievement in the school. They are keen, enthusiastic and knowledgeable about what needs to be done. Leaders are aware, for instance, that, on occasion, the most able are not stretched sufficiently and there are clear plans to improve this aspect of teachers' work. However, whilst improvement plans have detailed targets, they are less clear how these can be checked throughout the year so leaders and governors can ensure pupils make more rapid progress.
- The curriculum is broad and balanced, with English and mathematics developed well and other subjects taught as discreet subject areas. Pupils enjoy these activities, are making good progress and are well prepared for their next stage of education. There are specialist teachers for Spanish, music and physical education. The curriculum is enhanced with trips and visitors; for example, the school has a visiting poet who works with pupils. There are displays of poems that pupils have written around the school. The school also develops other effective opportunities for pupils; for example, pupils are growing vegetables which they will use in cooking lessons later in the year.
- Pupils' spiritual, moral, social and cultural development is a particular strength. The school's PEARL values of prayer, equality, achievement, respect and love are displayed around the school, in each classroom and promoted in its work. There are opportunities for pupils to think about some of the big issues in life, for example a child in Reception talked about the Holy Spirit and older pupils have started to look at mindfulness. Pupils took part in a mock election during the inspection to coincide with the General Election. Pupils wrote manifestos, campaigned and were elected; pupils voted for their favourite candidate. The school prepares pupils well for their life in a modern democratic Britain.
- Pupils display a love of learning and enjoy learning about the diversity of the world. The school promotes positive relations; pupils from a wide range of backgrounds get on well together. Discrimination is not tolerated and equality of opportunity is promoted very well. Pupils who may have emotional or social problems are given additional support to help them overcome these; this is supporting improved achievement in the school.
- The primary sport funding is used effectively to promote and develop access to, and development of, physical education. The school has a sports coach and takes part in local competitions. There is also staff training to support the development of staff skills in the longer term.
- The pupil premium funding is used very effectively. There is a vast range of support, including specialist programmes to support reading, writing and mathematics for individual and small groups as well as support to help pupils deal with problems. There is also a wide range of clubs for pupils to give pupils opportunities they may otherwise not have, including dance, debating and art. Other schools in the area visit to look at the work that the school does in this area, as progress is tracked carefully and pupils achieve extremely well.
- Safeguarding meets statutory requirements and is effective and well organised. The school works extremely well with outside agencies and families to keep pupils safe.
- The vast majority of parents responding on Parent View are positive about the school. Parents value the sessions the school arranges to help them understand how children are taught and how they can help them at home. Parents also spoke about how the school had improved.
- The breakfast club provides a positive start to the day for pupils and helps them to be ready for school. A range of activities is available and healthy food is served.
- The local authority has provided effective and successful support to help the school to improve, particularly around developing the quality of teaching in the school. It has also provided valuable support to monitor improvements, with joint observations and meetings to monitor progress.
- **The governance of the school:**
 - The governance of the school has improved since the previous inspection and is now effective. The new

Chair of the Governing Body has ensured that governors are much more challenging of senior leaders. Governors have received training, for example on data and know how well the school is performing against other schools locally and nationally. Governors are proud of the improvements made in the school since the previous inspection, particularly regarding pupils' achievement.

- Governors oversee the management of the performance of staff and know that pay awards are linked to good quality teaching. They know about the quality of teaching and also know about support and challenge provided where there was underperformance in the past. The Chair and other governors visit the school regularly so they can see the school's work for themselves and talk to pupils about their views of the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils from a wide range of backgrounds get on well with each other. Pupils behave well and know what is expected of them.
- Pupils have positive attitudes to learning. They are confident and able to talk about their learning and how staff support them. Pupils are encouraged to try to work things out for themselves before asking for help, and they are very helpful towards each other in lessons.
- The school is immaculately tidy. Pupils are proud of the school and care for the environment. Their books are looked after carefully and kept neatly.
- Pupils know and understand the different types of bullying, including cyber bullying, name calling and racial bullying. They do not have concerns about bullying in the school and are confident they could ask adults for help.
- The school's behaviour logs show that behavioural incidents have reduced. There have been no exclusions in the school since the previous inspection. Pupils who have had problems with their behaviour are supported and helped to find strategies to deal with them. This has led to marked improvements in behaviour for individuals.
- Pupils say that behaviour is good in the school and the vast majority of parents agree with this.

Safety

- The school's work to keep pupils safe and secure is good.
- The school helps pupils to understand how to keep themselves safe from risk outside school, when using the internet or when taking part in activities. Even children at a young age learn to manage risk, for example children in Nursery were assisted to climb down steps and one child stepped lower with the help of others. Pupils are very supportive of each other.
- The school has close relationships with local agencies who provide extra help for pupils who face problems in their lives or struggle to deal with situations. Staff calmly help pupils overcome these situations. This is helping pupils deal with issues and ensure they continue to achieve well.
- The school has worked with pupils and families to promote good attendance and this has been successful. Attendance was broadly average last year and has improved further.

The quality of teaching is good

- Teaching has improved and is consistently good, with some that is outstanding. Classroom environments are very positive, colourful and stimulating. There are displays relevant to topics pupils are studying, as well as support for number and word development. There is a consistency of approach across the school, and displays also include the PEARL values and 'ABC' for pupils to agree, build and challenge and so encourage them to think for themselves.
- There are established routines in all classes and mutual respect between staff and pupils. Pupils are supportive of each other with their work. Teachers make lessons interesting and fun. Pupils enjoy learning and can routinely articulate what they are learning in lessons. However, on occasions, expectations are not high enough for pupils to make the fastest progress. Sometimes the work is a little too easy for the most able pupils and, on these occasions, the rate of progress can slow down a little.
- Marking is a growing strength, with books regularly marked across the school in all subjects. Pupils are given the opportunity to say how well they have done on a piece of work and the teacher also comments. Pupils receive positive comments and feedback about how to improve their work.

- Reading is well developed. It is taught well throughout the school. Pupils are able to use the strategies they have learnt to help them to read unfamiliar words. The school has worked with local schools to develop reading and has purchased books to interest and engage pupils. There are also books linked to topics and reading is encouraged in other subjects.
- Teachers provide pupils with opportunities to develop their writing in other subjects. They do this to an equal standard in English books and other subject areas. This helps support their good progress in writing. Pupils' punctuation, grammar and spelling are well developed throughout the school, which help them in their writing.
- In mathematics, pupils study a range of topics and practical resources are used to help pupils understand concepts. For example, Year 1 pupils used counters to help them with their work and weighed items to work out which were heavier or equal in weight. This helped pupils to work out problems.
- Pupils who speak English as an additional language are helped to understand English. They receive extra help that is successful in helping them to catch up with others. Teachers and teaching assistants encourage pupils to speak and develop their communication skills quickly. The school also has specialist teaching assistants who, on occasions, can explain activities to pupils in their own language before skilfully reinforcing this in English.
- Teaching assistants make an effective contribution to support learning, particularly for disabled pupils or those who have special educational needs. They question them and help them to understand the work and support their good progress in the school.

The achievement of pupils

is good

- All groups of pupils make good progress, including Black African pupils and pupils who speak English as an additional language.
- Early reading skills are developed well. The proportion of pupils achieving the standard for the Year 1 phonic (letters and their sounds) check was above average in 2013 and improved further in 2014, with the vast majority of pupils reaching the required standard.
- Attainment has risen at Key Stage 1 in reading, writing and mathematics over the last three years. Pupils learn basic skills in English and mathematics very thoroughly. This prepares pupils well for the rest of their time in the school.
- Attainment at Key Stage 2 is broadly average, with pupils making good progress from their lower outcomes at Key Stage 1. Skills in spelling, grammar and punctuation have been well developed and these are above average.
- Disabled pupils and those who have special educational needs receive extra support according to their needs. They receive help in lessons which helps them to understand the work and progress well. The support provided is effective in meeting their needs and helps these pupils to make good progress.
- Disadvantaged pupils receive a wide range of support which is very effective. This includes extra help in reading, writing and mathematics, as well as support to overcome problems. The school also provides a wide range of clubs and activities to enrich school life for these pupils. In the national tests, at the end of Key Stage 2 in 2014, disadvantaged pupils were one term behind other pupils in the school in reading, writing and mathematics and attained similarly to pupils nationally in all three subjects. There were no gaps compared with other pupils nationally and gaps remained similar compared with other pupils in the school. However, their progress was strong in comparison as they had lower starting points than the others. Disadvantaged pupils progressed as well as, and in some cases better than, pupils nationally in 2014. Progress for these pupils in the school continues to be strong and gaps, where they exist, are narrowing.
- The most able pupils make good progress, although the proportion reaching the higher levels in 2014 was lower than nationally. On occasions, expectations are not high enough and work is not challenging enough for these pupils to make the fastest progress.

The early years provision

is good

- Children enter the Nursery with skills and knowledge below those typical for their age. The proportion of children that reached a good level of development has improved and was broadly average in 2014. Good leadership ensures that staff plan activities that interest and engage children in learning and this leads to good progress that prepares them well for Key Stage 1.

- Teaching is good. There is a wide range of activities in both Nursery and Reception, and staff adapt and support learning well. The rain shower which interrupted a session in the Nursery was skilfully turned into a learning experience, with children playing instruments and singing. Language skills are well developed and every opportunity is used to develop children’s language skills.
- In Reception, children enjoyed making an escape route for creatures using pipes. Good use was made of the trip to the city farm, with children painting animals that they had seen.
- Children are well supported to be responsible and to behave well. Children are kept safe and learn to manage risk, keeping themselves safe, such as when climbing on apparatus or taking turns to use equipment.
- Parents are very positive about how well their children are doing in the early years. Sessions are held to help parents understand how they can help their children at home, and these are appreciated by parents.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102144
Local authority	Haringey
Inspection number	462161

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Ann-Maria Wallis
Headteacher	Con Bonner
Date of previous school inspection	9–10 May 2013
Telephone number	0208 800 2771
Fax number	0208 802 7156
Email address	admin@st-igs.haringey.sch.uk

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