



St Ignatius Catholic Primary School

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

Date of inspection: 7 March 2014

A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade I

The overall effectiveness of classroom religious education in developing pupils' religious literacy is very good. The school provides its pupils with a rich, relevant and creative curriculum, based on the Curriculum Directory, which engages pupils well and allows them to achieve better than good progress in their religious literacy. Pupils show enthusiasm for learning about the Catholic faith and achievement is very good. Their attainment is at least as good as that in other core subjects. The school plans regular participation in deanery and diocesan moderation exercises and teachers judgements are secure. Typically, teaching is very good, with some outstanding, and teachers have high expectations of all their pupils, including those with special educational needs. The subject leader is enthusiastic and provides a very strong model of good practice, as well as very good support for less-experienced colleagues. The quality of teaching is regularly monitored and staff provided with developmental feedback. The school's self-evaluation is accurate, accurately identifying the strengths in the school's religious education as well as areas for further development. Religious education makes a strong contribution to all aspects of school life.

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade I*

The overall effectiveness of Saint Ignatius School in developing pupils' experience, familiarity and understanding of the Catholic way of life is outstanding. Senior leaders and governors have put very effective effort into ensuring that the school's Catholic mission is at the heart of the curriculum. This is very well demonstrated in the allocation of time and resources and in the support for training for teachers new to the school to gain a Catholic qualification in religious studies. It is also evident in the very strong links with the adjacent parish, the Jesuit community and with the Diocese. Pupils experience a rich prayer life and formal acts of worship as well as many traditional Catholic practices. The impact of their worship on their relationships with others is highlighted through their PEARL (prayer, equality, achieve, respect, learning) values. The curriculum empowers them to see how scripture helps them to come to a fuller understanding of the Gospel values and how these can shape their lives. There is a genuine commitment to the common good with pupils not only flourishing themselves but also learning to work for others. The school is aware, however, that despite its efforts to involve all groups of parents in the pupils' development, there are still hard-to-reach groups and that there is still more to do. Governors are extremely well organised and thorough in their work and understand their strategic role as governors of a diocesan Catholic school.

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited three lessons and an assembly, undertook a learning walk jointly with the headteacher and carried out interviews with school staff, the chaplain, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St Ignatius School, Haringey was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Inspection Team

Mrs Sheila Nolan	Lead Inspector
Mrs Helena Lines	Associate Lead Inspector

Description of School

The school is a two-form entry primary in the LA of Haringey and the locality of South Tottenham. The school serves the parish of Stamford Hill but also serves pupils from across the boroughs of Haringey and Hackney. The proportion of pupils who are baptised Catholic is 96%. The proportion of pupils who are from other Christian denominations is 4%. The percentage of Catholic teachers in the school is 67%.

There are 402 pupils on roll, with 4 pupils with statements of special educational need. The proportion of pupils from ethnic minority groups is well above average as is the proportion of pupils speaking English as an additional language. There is an above average percentage of families eligible for free school meals. 151 pupils are in receipt of the pupil premium funding.

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DFE Number: 309 3502
URN Number: 102144

Headteacher:	Mr C J Bonner
Chair of Governors:	Ms A M Wallis

Date of previous inspection: March 2009

Key for inspection grades:

Grade 1*	Outstanding
Grade 1	Very Good
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Causing Concern

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What has improved in classroom religious education since the last inspection?

There were three areas for development from the last inspection: introduce more creativity into the religious education lessons; improve the presentation of written work in religious education; ensure high quality training for all staff in assessment for religious education. The school has achieved successfully these targets for improvement. Lessons plans and observations show a range of creative approaches to learning, including good use of ICT to engage pupils in their learning. Displays around school show evidence of good quality art work and are of a high standard. Pupils' work is presented well and exercise books are used, rather than folders. These books are well-cared for and point to pupils take pride in their learning. Staff are well-trained in the levels of attainment for religious education and their judgements regularly moderated.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade 1

The content of classroom religious education meets the requirements of the Curriculum Directory. The four strands are clearly identified and used to very good effect in lesson planning, providing a curriculum that is creative, engaging and relevant the needs of the pupils in school. The schemes of work are supplemented by a wide range of resources and teachers make very good use of cross-curricular links, such as art and ICT. They are well-supported in their planning by the subject leader. Planning across the school is typically imaginative and is very good at adapting the Curriculum Directory to the range of pupils' needs. The subject leader has ensured that good quality training is available for less-experienced staff to ensure that they are fully familiar with the Curriculum Directory.

Pupil achievement (as well as attainment and progress) in religious education

Grade 1

Pupils' progress and attainment in religious education is very good. The school has developed robust internal monitoring and evaluation systems which are used effectively to track pupils' progress, and attainment over time is at least as good as other core subjects. The school has engaged in internal and external moderation exercises to ensure that judgements are accurate. Pupils have a developing understanding of the levels of attainment and how to use them to make very good progress. In lessons, pupils are eager to engage in the learning and participate with enthusiasm in all aspects of religious education lessons. The school sets high expectations for its more able pupils and they receive appropriate challenge to make very good progress. Pupils' books are well-presented and well-cared for, showing that pupils take pride in their learning.

The quality of teaching

Grade 1

The quality of teaching in school is usually very good. Teachers set high expectations and plan creative and interesting lessons and, where there were elements of outstanding practice observed, teachers used their questioning skills to develop the pupils' religious literacy, extend their understanding of the learning focus and build successfully on their previous learning. A wide range of creative learning opportunities is planned across the school and very good differentiation ensures learning matches pupils' needs very well. Teachers have very good subject knowledge. The Wednesday Word provides regular homework that contributes well to pupils' learning. There is good evidence of regular and accurate assessment of pupils' work. Whilst all lessons have clearly defined learning objectives, there are sometimes too many learning tasks planned for within a lesson.

The effectiveness of the leadership and management of religious education

Grade 1

The leadership of religious education is very good. The religious education leader has been in post since September 2013 and there is clear evidence of his impact upon improving the standards of religious education across the school. His enthusiasm and vision are very evident as is his commitment to the educational mission of the Church. The quality of teaching is regularly monitored and developmental feedback is given to teachers after every monitoring activity. Systems for following up targets set for improvement now need to be established to ensure this feedback leads to sustained improvement in religious education. Staff development is very-well managed and newly qualified and less-experienced teachers receive good support from the RE Leader. There is a wide range of quality resources to support teachers and pupils and RE displays and prayer areas are of very high quality.

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

- Develop marking and feedback even further so that practice is more consistent across the school and that time is allowed for pupils to respond regularly to and complete extension tasks to move their learning on.
- Develop children's own understanding of what they must do to improve.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What has improved since the last inspection?

At the last inspection, the school was asked to be more *creative* in worship and in opportunities for prayer for the pupils. Not only has this been achieved, with pupils well involved in opportunities for prayer, assemblies, in preparation for the liturgy, and in traditional Catholic practices, but it has strengthened significantly its home-school links, and its liaison with the parish team. Responsibility for religious education and promoting the Catholic life of the school rests with a senior manager who gives this very high priority. There has been excellent progress since the last inspection.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade I*

All classes receive the full allocation of 10% of curriculum time as a minimum. The budget for religious education is at least in line with, and often exceeds, that of the core areas of English and mathematics. High priority is given to staff training with financial support and time allocated to teachers new to the school to undertake a Catholic qualification. Governors and senior leaders provide outstanding support and active guidance in developing and reviewing religious education in the school. The links to the Curriculum Directory are very clear and helpful to the many staff involved in teaching religious education.

The school site includes three buildings all of which have displays highlighting aspects of Catholic life. The main school corridor is particularly impressive, bringing to the notice of pupils and adults the many Jesuit links and English martyrs. Pupils contribute very well to this display with art work of well-known Catholic figures and saints. *PEARL* values are prominent throughout.

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

Grade I*

Prayer and worship are set at the heart of the school. All enterprises have prayer as a key element. For example, there are four regular times throughout the school day when pupils join together in class prayers. Classes take turns to prepare the weekly assemblies and lead the school in prayer. There is a well planned schedule of formal acts of worship, including the regular celebration of Mass, greatly supported by the school chaplain. Pupils in years 5 and 6 join parishioners for the weekly exposition of the Blessed Sacrament in the parish church. The pattern of the liturgical year is used very effectively to involve the pupils in Advent and Lent, including such as services of reconciliation, the Way of the Cross, and other traditional Catholic practices. They pray the rosary in October and rejoice in crowning Our Lady in May.

The Catholic identity of the school is evident in the entrance, the corridors and classrooms through displays and religious artefacts. Outstanding members of the Society of Jesus are shown alongside the English Martyrs in the main corridor as is the school's mission statement and *PEARL* values. There are a wide range of outstanding opportunities for the school community to pray together and as individuals. Provision for the pupils' spiritual development is excellent.

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

Grade I*

There is an exceptionally strong commitment by the school community to work to help others locally, nationally and internationally. The children are involved in supporting a wide range of charities such as the British heart Foundation, CAFOD, the Jesuit Missions, and the Passage. They also learn to be tolerant and appreciative members of the parish with its very diverse groups and traditions, providing an excellent example of a harmonious community pulling together for the best for all members. In this way, the children flourish as individuals and their personal development is outstanding. At their own levels, the pupils understand the importance of justice. They are generous in recognising others' gifts and talents and learn the importance of using and sharing these for the benefit of the community. Year 6 pupils can apply to become 'Ignatian champions' by providing a manifesto of the reasons for their wish to be chosen for the role. Their ministry includes working for others in the school, distributing the weekly newsletters in their parishes and preparing the school hall for assemblies, for example. They also serve as buddies to younger pupils at breaks and lunchtimes, listen to the children read and organise games for them to play. Through these efforts, they deepen their understanding of their duties and responsibilities to the needs of others.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade I

The school has excellent links with its local parish and with the diocese in many important ways. It is exceptional in that it supports, both in finance and time, its new teachers in gaining a Catholic teacher's qualification in religious studies through the CCRS programme. Senior leaders and governors regularly take part in professional training and in diocesan events. There are very good links with the local Catholic secondary schools, with post-16 students regularly supporting the learning of pupils in Key Stage 1. The religious education coordinator takes part in local Catholic school clusters and forges excellent links across the diocese. Year 6 attend the leavers' mass with other schools across the borough.

Partnership with parents is very good but the school, despite its many efforts, recognises that there is still more to do to involve some hard-to-reach groups in the Catholic life of the school and in the children's education. There are regular workshops for parents to familiarise them with all aspects of life in a Catholic school within the English system. Parents are invited into assemblies, encouraged to join their children at Mass and each family receives a copy of the Wednesday Word to involve them in the children's homework and stimulate family discussion. The parish also provides a weekly newspaper which the children take home to their parents. The school continues to strive to find creative and effective ways to engage with its parents as fully as possible but still some parents (17 of the 87 who responded to the questionnaire) perceive that children do not get enough homework in religious education and that they are not well enough informed about the children's progress.

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

Grade I*

The effectiveness of the leadership and management of the school in promoting its Catholic life is excellent. There has been outstanding progress in many aspects of the school's Catholic life since the last inspection. The spiritual and all-round development of the pupils and the staff has been a high priority. The leadership of the school is fully committed to the Church's mission in education. The

school's evaluation is accurate if modest in its evaluation of the Catholic life of the school. There are excellent systems in place to support the induction of new staff so that they can actively contribute to the Catholic life of the school. The leadership of the school, together with governors, drives the school's commitment to the education of its pupils. Governors are extremely well organised and thorough in their work and understand their strategic role as governors of a diocesan Catholic school.

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

- Continue to develop the school's partnership with parents so that perceptions of the school's work are well informed for all groups, including those who are hard to reach.