

St Ignatius Catholic Primary School

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

Inspection dates 9–10 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards at the end of Key Stage 1 are not high enough, and not enough pupils attain the higher levels at the end of both Key Stage 1 and Key Stage 2.
- Progress and attainment across the school in writing and mathematics are not as strong as in reading, and there are differences between how well boys and girls do.
- Although some teaching is good, it is not consistently so across subjects and the school. As a consequence, pupils' progress is also inconsistent.
- Sometimes, teachers' expectations are not high enough. In too many lessons, teachers do not plan sufficiently challenging tasks or give enough opportunity for pupils to work independently.
- In some lessons, teachers do not always ensure explanations are clear and understood, or check frequently enough how well pupils are learning. Consequently, they do not adapt their teaching to ensure that all pupils make good progress.
- Leadership and management require improvement. Systems for monitoring and evaluating the work of the school lack sufficient rigour, particularly those to monitor and evaluate the quality of teaching. Senior leaders have focused more on what teachers do, rather than on the impact on pupils' progress during the lesson.
- The governing body does not ask enough questions about the school's performance, particularly how the school will measure the effect of actions it takes to raise achievement.

The school has the following strengths

- Standards are rising and pupils are making better progress than in the past.
- Standards in reading have improved steadily over the last 12 months across the school and are now above average at the end of Key Stage 2.
- Pupils' spiritual, moral, social and cultural development is good as a result of the good opportunities in this area.
- Children make good progress in the Early Years Foundation Stage because the teaching is good and they have a wide range of opportunities to develop their skills.
- Pupils feel safe and behave well both in lessons and around the school.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 21 lessons or parts of lessons. Three of these were jointly observed with the members of the school’s leadership team. Inspectors also observed an assembly.
- Inspectors heard pupils read and looked at samples of pupils’ work.
- Inspectors examined 14 responses to the online Parent View questionnaire. They also took account of the outcomes of the staff questionnaire.
- A discussion was held with representatives from the local authority’s advisory service, two members of the governing body and members of the school staff.
- Inspectors examined progress data and other school documentation, including safeguarding information.
- A formal discussion was held with a group of pupils, and inspectors also talked to pupils at break and lunchtimes as well as in lessons.

Inspection team

Barbara Firth, Lead inspector	Additional Inspector
Peter Thrussell	Additional Inspector
Helen Ridding	Additional Inspector

Full report

Information about this school

- This is an above-average-sized primary school with provision for the Early Years Foundation Stage in the Nursery and Reception classes.
- The vast majority of the pupils are from a minority ethnic group with almost half being of Black African heritage.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium funding (extra money provided to schools by the government for pupils known to be eligible for free school meals, children from service families, and those children that are looked after) is above average.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is higher than that found nationally.
- The school does not use alternative off-site provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher was in post at the time of the previous inspection. The deputy headteacher joined the school in January 2013, filling a post that had been vacant for two years.

What does the school need to do to improve further?

- Raise standards for all pupils by improving teaching so that it is consistently good or better in all subjects by:
 - ensuring that teachers have high expectations of all groups, and introduce learning succinctly and clearly
 - checking pupils have a good understanding of what they are learning throughout the lesson and addressing swiftly any misconceptions or problems they may have
 - matching work accurately to the abilities of all pupils and in particular increasing the challenge for more-able pupils
 - increasing opportunities for pupils to solve mathematical problems and apply their mathematical skills in other subjects
 - increasing the opportunities for pupils to work and learn independently and improving the use of questioning to help pupils develop their thinking and reasoning skills.
- Improving leadership and management by:
 - ensuring that planning accelerates improvement by being sharply focused on what pupils need to do to improve, with tight deadlines and measurable indicators of success, so that all leaders can evaluate actions and demonstrate success to staff and governors
 - bringing more rigour to systems for monitoring and evaluating the effectiveness of the school's work, in particular, ensuring that when evaluating the quality of teaching, the focus is as much on what the pupil is learning, as on what the teacher is doing
 - implementing rigorously the school's performance management policy to hold teachers to account for the progress pupils make in their class and linking it to salary progression
 - providing training for governors so that they are better equipped to challenge leaders and effectively support leaders in improving the quality of teaching to enable all pupils to make good progress.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement requires improvement because progress is not good in all subjects. By the end of Key Stage 1, pupils' attainment is significantly below the national average and, although by the end of Key Stage 2 attainment is broadly average, boys and more-able pupils do not always make enough progress. This is because teachers do not always provide a suitable level of challenge.
- Most children enter the Early Years Foundation Stage with knowledge and skills well below those expected for their age. As a result of good teaching, including a wide range of well-focused play-based activities, children make good progress in both the Nursery and Reception. Regular and efficient teaching of letters and sounds gives them a secure grounding in their basic writing and reading skills. A strong focus on speaking and listening ensures that good progress is also made with their language skills.
- Achievement in writing is improving across the school but previous gaps in skills have not yet been fully rectified. At the end of both key stages, there has been a recent rise in the number of pupils attaining higher levels in writing because the range of activities for different purposes is good and the pupils really like the opportunities to talk and think over ideas before they write. Improvement in attainment in mathematics is slower, and especially for boys and more-able pupils because opportunities to solve mathematical problems and apply their mathematical skills are not made available enough in other subjects.
- As a result of well-focused interventions, pupils make good progress in reading, with increasing numbers attaining higher levels both at the end of Key Stage 1 and Key Stage 2. Pupils enjoy reading, showing confidence and enthusiasm. Younger pupils are able to link letters to the sounds they make, and make reasonable attempts at unknown words. As a consequence, the number of pupils attaining the expected standard in the government's phonic screening check in 2012 was above the national average.
- In 2012, the attainment and progress of pupils receiving pupil premium funding because of their eligibility for free school meals was better than similar pupils nationally in both English and mathematics. The progress of these pupils in the school was better than for other pupils because of the effective support provided. Eligible pupils are targeted for focused support including smaller group work in English and mathematics. The school has also used some of the funding to provide counselling support when appropriate and buy additional learning resources for mathematics and reading. In 2012, these pupils at the end of Year 6 were around four months ahead of their peers in English, and in mathematics, they were around five months ahead of their peers.
- Rates of progress of different groups of pupils, including those who speak English as an additional language, disabled pupils and those with special educational needs, are improving because of well-targeted support and these groups achieve as well as their peers. School data show that an increasing proportion of pupils in these groups now make good progress. This shows that the school is improving equality of opportunity for pupils' learning.

The quality of teaching requires improvement

- The quality of teaching is inconsistent and ranges from good to inadequate. Consequently, too many pupils do not make good progress.
- In some lessons, teachers set tasks that are either the same or similar for all pupils. This means that the work is either too easy for some or too hard for others. Some teachers do not expect enough of the more-able pupils. On occasions, they give pupils work that they can already do or

they do not give enough opportunities for pupils to work independently and think things out for themselves. This explains why not enough pupils reach the higher levels in mathematics.

- In some lessons, pupils are busy and keen to learn right from the start. In one upper Key Stage 2 mathematics lesson, the pupils engaged enthusiastically in a fast-moving mental mathematics game at the start of the lesson, and this was followed by tasks that were accurately matched to pupils' needs. The teacher's enthusiasm and high expectations ensured that all pupils, including the more-able, made at least good progress during the lesson.
- In some classes, teachers do not explain clearly what the pupils have to do or check often enough throughout the lesson if pupils have understood. Consequently, some pupils make slow progress because either they are confused or their lack of understanding is not identified and responded to quickly enough.
- Teachers' questioning does not always help pupils to move on in their learning. For example, some teachers accept simple answers from pupils instead of asking probing questions to guide them to think more deeply and develop their answers further. In some lessons, teachers were too quick to provide the answer themselves.
- Teachers' written marking has improved since the previous inspection; they now give constructive comments and clear advice as to what the pupil needs to do to improve further.
- In most lessons, teachers deploy other adults well to support targeted pupils, including disabled pupils and those with special educational needs, those in receipt of pupil premium funding and pupils who speak English as an additional language, so that they achieve in line with their classmates.

The behaviour and safety of pupils are good

- Behaviour and safety are good; it is not outstanding because opportunities for pupils to demonstrate independence in their learning are limited, and in a few lessons, pupils get fidgety or go off task. This is usually when work is undemanding or when they do not understand what they need to do.
- The good behaviour of pupils helps to build up a strong communal feeling. Pupils contribute to, and benefit from, a positive ethos.
- All parents and carers who responded to the online questionnaire, Parent View, feel their children are safe at St Ignatius Primary, and overwhelmingly, staff agree. Pupils say that they are kept safe in all ways and demonstrated that they know how to keep safe.
- Pupils have a good understanding of different forms of bullying including on the internet. They say that when problems occur, they are solved quickly. Inspectors checked behaviour logs. They found that records of incidents causing concern were rare.
- Around the school, pupils are particularly courteous, polite and welcoming. They respond well to guidance and direction from all adults, for example leaving the assembly hall in an orderly manner. Behaviour is well managed.
- Attendance is broadly average and pupils like coming to school.
- Assemblies, the curriculum and the religious ethos of the school support pupils' spiritual, moral and cultural development well. Pupils also know the importance of trying to treat everyone as equal, whatever their background or belief.

The leadership and management require improvement

- Leadership and management require improvement. Leaders and managers are generally clear about the strengths and areas for development in the quality of teaching. However, their evaluation on the performance of individual teachers is sometimes too generous because they do not focus enough on how much progress pupils are making during lessons. Consequently,

teachers are not always clear about how to sharpen the quality of their work to get the best out of the pupils.

- The headteacher, senior leaders and middle managers have the drive and commitment required to make the changes needed to further improve the school. Their plans for the future identify the right priorities. However, they have not been sufficiently ambitious to raise performance quickly enough. As an example, plans to improve mathematics and how to provide increased challenge for more-able pupils do not identify precisely what needs to be achieved and the timescale for improvements is not urgent enough.
- The link between performance and pay progression is not yet robust, and the performance targets for staff are too broad and not linked directly to pupils' progress.
- The curriculum meets the pupils' needs well and promotes their spiritual, moral, social and cultural development. There is a good range of extra-curricular and enrichment opportunities including a residential visit.
- Support from the local authority has been light touch with the school choosing to use other agencies for support.
- Parents and carers are positive about the school and their views are taken into account. Increasingly, the school is finding ways to involve parents and carers in their child's learning, for example successful workshops have been held for parents and carers to learn about how subjects are taught.
- Safeguarding arrangements are met and key staff suitably trained. All staff are regularly updated about child protection matters and pupils whose circumstances may make them vulnerable. Important documentation is up to date. The school effectively ensures that pupils are not discriminated against.
- **The governance of the school:**
 - Governors now visit the school more regularly to gain first-hand knowledge of its work and the governing body has more specific evidence to check the school's effectiveness. However, their ability to appropriately challenge leaders and managers and hold them to account for the school's performance is limited because governors do not have a secure enough understanding of how the school is performing in relation to standards nationally and in comparison to similar schools. Governors do not yet have a secure enough understanding of what the school is doing to recognise and reward good teachers through salary progression or to tackle underperformance. Financial oversight of the budget as a whole is effective. The governors have helped to ensure that pupil premium funding is used effectively but are not robustly monitoring its impact.

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	413067

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	438
Appropriate authority	The governing body
Chair	Dr John Anani
Headteacher	Con Bonner
Date of previous school inspection	21–22 January 2009
Telephone number	020 8800 2771
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