



St Ignatius RC Primary School

Inspection Report

Unique Reference Number 102144
LEA Haringey LEA
Inspection number 276662
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Tusha Chakraborti AI

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

Type of school	Primary	School address	St Ann's Road
School category	Voluntary aided		Tottenham
Age range of pupils	3 to 11		London N15 6ND
Gender of pupils	Mixed	Telephone number	02088002771
Number on roll	416	Fax number	020 88027156
Appropriate authority	The governing body	Chair of governors	Mr John Anani
Date of previous inspection	15 January 2001	Headteacher	Mr Con Bonner

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St Ignatius is larger than most primary schools. It draws its pupils from the London boroughs of Haringey and Hackney. The neighbourhood of the school benefits from the funding for the New Deal for Communities. Pupils come from many ethnic backgrounds and the Black or Black British-African pupils form the largest group. Attainment on admission is below average. A high proportion of pupils is at an early stage of learning English. The percentage of pupils with learning difficulties is average and an above average proportion is eligible for free school meals. There has been high staff turnover in the last two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that St Ignatius RC Primary is a good school, with some outstanding features. Excellent leadership of the headteacher and determined hard work by the staff have led to a significant improvement in standards and achievement by the end of Year 6. Although standards in reading are above average by the end of Year 2, pupils' attainment in writing and mathematics is not as high as it should be. Behaviour has improved markedly over the past two years and is good. Pupils display very positive attitudes to learning. There is a strong emphasis on raising standards, supported by careful monitoring of teaching and learning. The school gives good value for money. The quality of teaching is good overall and is particularly strong in Years 3-6. As a result, all pupils, including those with learning difficulties or disabilities, make good progress. Pupils feel safe in school and learn with confidence and enjoyment. Parents value the school's work highly. Provision in the Foundation Stage is good. As a result, children make good progress, even though they start in the nursery with below average skills for their age. Most children are likely to achieve the levels expected nationally in all areas of learning except in communication, language and literacy and mathematical development, when they transfer to Year 1. The school has successfully addressed all issues raised in last inspection. It is well placed to improve further.

What the school should do to improve further

Provide more opportunities to improve standards in writing and mathematics by the end of Year 2

Achievement and standards

Grade: 2

Pupils make good progress and reach high standards by the end of Year 6. Standards are well above average in English and science and above average in mathematics. Progress is particularly rapid in Years 5 and 6 and standards have risen significantly over the past two years. Many of the pupils exceed the challenging targets that are set for them. By the end of Year 2, standards have fluctuated from a little below average to average. Standards in reading are above average and pupils achieve well. Although standards in writing and mathematics are improving they are not high enough. Boys and girls achieve equally well. The very effective support for pupils with learning difficulties and those at the early stages of learning English ensures that they achieve very well. Children in the Foundation Stage achieve well, although a minority do not reach all the goals expected at the end of the reception year. Standards in information and communication technology (ICT) have improved since the last inspection and are now in line with the expected levels.

Personal development and well-being

Grade: 1

The personal development and well being of pupils are outstanding. Pupils look forward to coming to school and enjoy their learning. Attendance has improved significantly and is now good. Behaviour is very good in lessons and around the school. Pupils are polite and courteous to one another and to adults. Spiritual, moral, social and cultural development is outstanding, especially in the way pupils understand the diverse cultures and faiths present in the school. Their social development is outstanding; the buddy and friendship stops are used very well to make sure that no-one is alone or unhappy. Personal, social and health education programmes promote healthy lifestyles. Pupils are proud that their school has achieved 'Healthy Schools' status. The school is developing a high reputation in sporting competitions. Pupils respond generously to community responsibilities, regularly making collections for charities. A group of pupils visited the London School of Economics to petition the European Commissioner, in support of 'Make poverty history'. School council members are very proud that their views are taken on board, for example, in their suggestion to improve the climbing frame area surface. Community links are outstanding and parents support the school very well. The school's success in developing good levels of basic skills by the end of Year 6 and outstanding personal development prepares them well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding features. Excellent relationships and high expectations promote pupils' outstanding attitudes to learning and reflect their determination to achieve well. They are strongly encouraged by their teachers who carefully match activities to their stages of learning. The school's 'can do policy' is a key factor in pupils making very good progress and this is reflected in good achievement at the end of Year 6. Pupils are very well supported by informed classroom assistants. Teaching is good in the Foundation Stage as adults have a good understanding of the needs of the children. The quality of teaching is closely monitored with a strong emphasis placed on improving the quality. Praising pupils for good effort is an important ingredient of success. Assessment procedures are effective. Pupils' progress is tracked effectively and the staff are especially good at identifying pupils who start school with very little English. In lessons, teachers monitor pupils' work and challenge them with extension work.

Curriculum and other activities

Grade: 2

The curriculum is good at all stages and provides a broad range of experiences. It meets the needs of pupils well, makes learning enjoyable and enables them to achieve good standards. Literacy and numeracy strategies are well established and develop basic

skills well. Older pupils write interesting accounts in other subjects and use their very good knowledge of number to solve mathematical problems. There is good emphasis on the development of safe and healthy lifestyles, including teaching of the dangers of drugs. The school provides many interesting activities for pupils to do outside lessons. There is a good range of clubs for sport, music and the arts and a residential visit for pupils in Year 5. Pupils benefit from additional support from learning mentors where appropriate. Provision for pupils at the early stages of learning English and those with learning difficulties is well planned and ensures that these pupils make good progress. Provision for ICT in the curriculum has improved significantly since the last inspection. There is still scope for pupils to use classroom computers more across all subjects.

Care, guidance and support

Grade: 1

The school provides outstanding care and support for its pupils. Pupils say that they feel safe in school and bullying is rare. The headteacher has had a major impact on the development of an ethos where the care and support of each child is paramount. Significant improvements in the behaviour and attitudes of the pupils are impacting markedly on creating a purposeful community where there is respect for each other. The vast majority of parents are pleased with this aspect of the school's work. The school has good systems for child protection and requirements regarding risk assessments are met. Monitoring of pupils' progress is good and individual target setting is used suitably to guide pupils' academic development. Pupils understand their learning targets and like the systems for rewarding their successes.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides outstanding leadership. He has energetically addressed the issues from the last inspection and presented a very clear vision of the school's future since his appointment to the headship. His leadership has been an important factor in the marked improvement in all areas of the school's work, resulting in significant improvement in standards by the end of Year 6. He is held in high regard by the pupils, staff and governors. The quality of leadership and management by most senior managers are generally good. The school has very good links with parents and the wider community. Parents and children are regularly consulted about their views and make an important contribution to school improvement. Self evaluation procedures are robust and have led to a good understanding of what is done well and the areas that still require improvement. These are reflected in the school's development plan and in the project for raising achievement known as 'Aiming High'. Well focused performance management ensures that staff have targets linked to personal development and management responsibilities. Rigorous and effective procedures are in place to monitor teaching and learning and to keep a careful track of pupils' progress, particularly in English and mathematics, although more remains to be done to improve writing and mathematics in Year 2. The governors

meet regularly and are very supportive of the staff and pupils. They are keen to undergo appropriate training. They have a range of useful experience which they bring to the open dialogue they have with the managers. Financial planning is rigorous and very effective. The school has good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

My colleagues and I would like to thank you for the welcome you gave us when we inspected your school. As you know, we were very interested in what some of you had to say. It was good to see that you like coming to your school and enjoy learning.

We are pleased to tell you that we agree that this is a good school. We were especially pleased with the following: * Your headteacher and all other staff really do a great job in organising the school and in providing you with a good quality of education. * You reach very good standards in English and science. You are also doing well in mathematics and information and communication technology. * You work hard and listen carefully to your teachers which helps you succeed at school. * You behave very well and you are most courteous and polite. You are very good at taking responsibilities and carry them out successfully. * You understand the importance of staying safe and healthy very well and take part in the wide range of physical activities to maintain a healthy lifestyle. * Your teachers give you interesting work in lessons and have high expectations of your work and behaviour. * Your teachers and the teaching assistants take very good care of you and support you well in your learning. * The school organises a wide range of activities outside the normal school day to make your learning exciting and enjoyable.

We are very pleased with your progress in all subjects. However, we would also like to see that you achieve ever better at the end of Year 2 in writing and mathematics . We think that you need to use the classroom computers more to learn more effectively. We hope that you will continue to work hard and achieve even better in the future.