



St Ignatius Catholic Primary School

URN: 102144

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

07–08 May 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.

Yes

The school is fully compliant with any additional requirements of the diocesan bishop.

Yes

The school has responded to the areas for improvement from the last inspection.

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school has responded fully to the areas for improvement from the last inspection.

What the school does well

- The strong parish links enable the school to put into action the principles of Catholic social teaching and fundraise for local charities and causes.
- The chaplaincy team and Mini Vinnies are good ambassadors for the school and great role models for younger pupils.
- As a growth mindset school, pupils are developing a sense of resilience and achievement through perseverance, patience and an awareness that they are valued and loved as unique persons, made in the image of God.
- The behaviour of pupils is exemplary, consistently demonstrating courtesy and respect towards all they encounter.
- The high standard of displays in classrooms, communal areas and corridors is an effective witness to the school's Catholic identity.

What the school needs to improve

- Ensure all pupils respond fully to teachers' feedback and challenge activities so that learning is extended and consolidated.
- Support older pupils to plan and lead their own regular well-constructed celebrations of the word to model best practice to younger pupils.
- Enable pupils to recall and explain the scripture underpinning the principles of Catholic social teaching.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

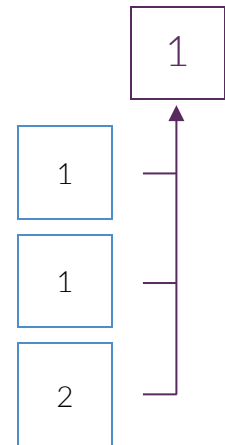
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Catholic life and mission is outstanding. A large display in the school hall states that Ignatius begins with 'I' and ends with 'US'. This truly sums up the school with the children starting out as individuals but through the Pearl values, which permeate the school, they become united in their faith and seek to help others. The school motto, 'To give and not to count the cost... save that of knowing that we do your will', reinforces the school's Ignatian charism. Pupils view the school and parish as a single community working and supporting each other. The Pearl value of respect is fulfilled by the way the pupils treat each other and staff. The children regularly fundraise for the parish soup kitchen and organise a Christmas card project which means they are able to deliver their cards to the homeless. They were told by parish volunteers that the homeless people found it very emotional and heartwarming to receive individual cards from the children. The Mini Vinnies, chaplaincy team and school council are actively involved in responding to the demands of Catholic social teaching supporting local, national and global causes including the social apostolate parish group, Cafod, Noah's Ark children's hospice, Mission together and Macmillan cancer support. However, pupils are not always clear about the scripture underpinning their actions and is an area for the school to develop.

Staff are proud to be part of this community and this is evident in the high levels of pastoral care they show for the pupils and each other. Every classroom has a 'worry box' for pupils to place their concerns and the teachers check the boxes daily to respond to any issues. The personal, social, health and economic education programme develops the whole person by linking cognitive, spiritual and practical learning. Consequently, the Catholic ethos permeates the whole

curriculum. There is an explicit commitment to the most vulnerable. As a 'Growth mindset' school the teachers promote an atmosphere of resilience and achievement through perseverance and patience. Relationships, sex and health education is carefully planned and celebrates a holistic vision of the human person, rooted in the teachings of the Church. The sense of community is further strengthened through focus weeks including mental health week, anti-bullying week and kindness days. Staff are exemplary role models for pupils. A parent commented, 'Teachers handle issues with care. They solve problems quickly and make you feel that you are being heard'. The chaplaincy team and Mini Vinnies are an integral part of Catholic life. They engage pupils in both charitable actions and the prayer life of the school.

School leaders are very clear that Christ is central to the purpose and mission of the school. All policies reflect the Catholic identity and Ignatian charism of the school. There is a dynamic partnership with the diocese as evidenced by recent visits from the bishop. St Ignatius church is central to the life and mission of the school and links have been strengthened by the arrival of the new parish priest who is fully committed to working with the school. This was also confirmed by the staff survey which revealed that 100% of staff believe the school works well with the local parish. The communication between school and home is also a strength. A staff member commented, 'We are grateful for the support we receive from our parents who entrust their children to us and show gratitude for all that we do for them. It is a privilege to work here'. Leaders and governors are inspirational witnesses to the Gospel and Catholic social teaching. The option for the poor is embodied in the way resources are targeted at those pupils who are in greatest need. Leaders demonstrate respect for the dignity of employees and the low turnover of staff reflects their satisfaction. In the staff survey 100% agreed/strongly agreed with the statement, 'My physical and mental well-being are supported in this school'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

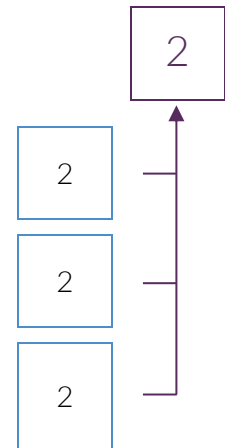
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils make good progress across the school from their starting points in religious education, and this is also evident in their books. They enjoy learning and are reflective and engaged in lessons. Consequently, behaviour for learning in all lessons observed was outstanding. One pupil stated, 'Religious education is fun as we do different activities and it helps me to be a better person'. The youngest pupils receive a secure start to their school life in this happy nurturing environment that supports religious understanding and development. In an outstanding Year 1 lesson on the Holy Spirit, pupils experienced awe and wonder when a torch was used to create the shadow of a flame resting on Mary's head. As a result of carefully planned questioning and high levels of interest, pupils make at least good progress. They are religiously literate and speak confidently about key concepts using subject specific vocabulary. In the strongest lessons pupils are encouraged to work collaboratively and they enjoy learning with and from each other. They can use scripture to help them understand events in the life of Jesus; In a Year 6 lesson pupils were able to explain why Jesus is the new Adam by making links between Old and New Testament scripture.

Staff are well supported through the provision of resources and also through the support given to them by the religious education coordinators. The school utilises diocesan resources effectively to help improve the subject knowledge of teachers. They can see that the new *Religious Education Directory* is having a positive effect on outcomes. Teachers ensure that pupils with additional needs are fully included in every aspect of the lesson and effective adaptation of learning was evident in a number of lessons, particularly through the use of widgets. Questioning is used well by both teachers and teaching assistants to further develop thinking in most lessons. This was exemplified by a teaching assistant using the 'I think, I see, I wonder' approach to interpret religious art, encouraging a pupil to say, 'I see Jesus rising up. I wonder why the Holy

Spirit is here?' However, in some instances the lesson materials are rushed through, without allowing time to check and rectify pupils' misconceptions. Most older pupils are aware of the levels they are working at, but some were unable to articulate how they could improve their learning. Not all pupils respond fully to feedback and extended challenge activities. This is an area for the school to develop so that learning is consolidated. Good quality resources are used effectively to optimise learning including classroom displays which include working walls with key vocabulary, images and pieces of scripture.

The new *Directory* is fully implemented across the school. Professional development is given priority and valued by all. Staff meetings begin with a specific religious education focus aimed at developing teachers' knowledge, promoting confidence, sharing best practice and planning for future learning. Leaders and governors ensure religious education has parity with other core subjects. At least 10% of curriculum time is allocated to religious education and this is clearly evident in the volume of work produced in books, resources, and the learning environment in every classroom. Pupils are provided with engaging enrichment activities to enhance learning including visits from Cafod, a trip to Westminster Cathedral and visiting St Ignatius church to explore religious art. There is a clear approach across the school as to how a religious education lesson should be structured and prior learning is always revisited based on the principle of 'Knowing more, remembering more, doing more'. Leaders and governors, including the parish priest, are committed to the school; they know it well and work hard to do their best for the pupils and their families.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

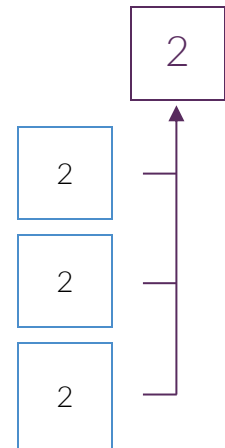
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



All pupils, including the youngest, are very reverent and engage in prayer with sincerity and respect. Staff are inspiring role models of exemplary practice, participating in and leading prayer and liturgy. Appropriate to their age and capacity, pupils understand different ways of praying including the use of scripture, music, drama and art. The school now needs to promote a greater variety of approaches including spontaneous prayer requests, meditation, Lectio and Visio Divina, and even the Ignatian tradition of the daily examen with older pupils. Pupils work well with adults to present engaging experiences of prayer and liturgy. However, the school should now give pupils the confidence to plan, present and evaluate their own celebrations of the word. Presentations are often too reliant on the support of the teacher when all aspects can be delivered by the pupils. The chaplaincy team led a school Celebration of the Word involving drama and music to get across the theme 'I am here' by asking 'Where can we find God in our world today?' The school now has the opportunity for older pupils to deliver regular Celebration of the Word to other classes so that younger pupils can model best practice. The impact of prayer and liturgy enables pupils to explain how the experience has led to action such as the charitable activities, including donations to the local food bank and making Christmas cards for the homeless.

The prayer and liturgy policy puts prayer at the centre of school life. There is a naturally embedded pattern of prayer that is the foundation for daily routines, with pupils and staff praying four times each day. Pupils understand the four parts of the Celebration of the Word and know their age-appropriate prayers. Godly play sessions enable the younger children to experience wonder and awe. An example of this was the use of telephones to spread the Good News that Jesus is risen. Parents are invited into school for assemblies and recently attended a 'Stay and Pray' session for parents and children after school. Masses are celebrated at the parish

church to mark holy days of obligation, and at the end of the school year to acknowledge the feast of St Ignatius. There is a planned liturgical programme and the themes chosen reflect a good understanding of the Church year as well as the Catholic character of the school. The school has invested in class prayer books which are also available to support family prayer times and allow children to share the Good News of the weekly Gospel reading at home. Singing is an integral part of worship at St Ignatius and the younger pupils, in particular, sing with joy and enthusiasm.

School leaders have secure knowledge of how to plan and deliver high quality liturgy and worship. The school's prayer and liturgy policy is well formulated and is accessible and useful to staff. Staff training, led by the prayer and liturgy coordinator, has enabled prayer to become an integral part of each class with a toolkit of prayer resources. The strong parish links mean staff are fully supported as they further develop the prayer life of the school. The school now has the opportunity to offer the Sacrament of Reconciliation during Lent and explore ways to acknowledge the pupils who have made their First Holy Communion with a celebration in school. Pupil voice is a valued part of the school's evaluation of prayer and liturgy. Pupils are also able to evaluate their own presentations and say what went well and what could be even better. Leaders and governors understand the increasing responsibility they have as a school community to ensure pupils and families experience the full life of being part of a Catholic community. The school's website actively showcases Catholic life and the liturgical celebrations which parents really appreciate. A member of staff summed up the school succinctly by stating, 'What makes this school so special is the way it puts compassion at the centre of everything we do'.

Information about the school

Full name of school	St Ignatius Catholic Primary School
School unique reference number (URN)	102144
School DfE Number (LAESTAB)	3093502
Full postal address of the school	St Ann's Road, Tottenham, London, N15 6ND
School phone number	02088002771
Headteacher	Con Bonner
Chair of governors	Vincent Carroll - Battaglino
School Website	www.stignatiuscatholicprimary.co.uk/
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	15 February 2019
Previous denominational inspection grade	2

The inspection team

Dermot O'Neill

Sue Cunningham

Lead

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement