

Inspection of a school judged good for overall effectiveness before September 2024: St Ignatius RC Primary School

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

Inspection dates:

17 and 18 December 2024

Outcome

St Ignatius RC Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are very well supported to succeed at St Ignatius RC Primary School. Leaders have set out a clear, strategic vision, which is embodied in the school's 'PEARL' values. Pupils are safe and happy, knowing that trusted adults will help them if they have any concerns. This is a highly inclusive school where every pupil is valued as a unique individual.

The school has high expectations of all pupils. This starts in the early years, where activities are carefully designed to ensure that pupils learn the curriculum well. Pupils work hard and achieve highly. Support for pupils with special educational needs and/or disabilities (SEND) is very effective.

Pupils behave exceptionally well, demonstrating respect for one another and for staff. Younger children are supported well to settle into school life and quickly understand the daily routines and expectations of them.

Pupils participate actively in charitable events, such as bake sales and advent donations. This nurtures their understanding of the importance of compassion. It helps pupils to develop a sense of responsibility and care for those in need. Extra-curricular clubs promote pupils' talents and interests. Pupils are excited to take part in trips that help broaden their horizons, such as to galleries and museums.

What does the school do well and what does it need to do better?

The curriculum pinpoints the key knowledge pupils need to gain at each stage. In early years, children develop the basic skills they need for future learning. Staff consider the starting points of pupils so that they can adjust the curriculum accordingly. This includes

for pupils who speak English as an additional language as well as pupils with SEND. As a result, pupils progress well through the curriculum.

The development of pupils' spoken language is a priority. In the early years, staff carefully model the use of subject vocabulary as children play. Pupils are encouraged to use discussion in pairs and small groups. This helps them to develop their ideas and to think in depth about what they have learned. For example, in humanities and mathematics lessons, pupils are encouraged to practise new words they have learned. Staff support pupils to 'say it again better', which helps them develop accuracy.

Staff generally check pupils' understanding across the curriculum well. This helps them to quickly address any misconceptions in pupils' learning. However, this is not consistently the case. This means that, at times, some gaps in pupils' knowledge are not identified and addressed.

The school has high expectations for all pupils to develop as confident, successful learners. The additional needs of pupils with SEND are accurately identified. Support given from adults in class meets these needs well. This helps to ensure that pupils with SEND achieve well and access the same curriculum as their peers.

The teaching of phonics is highly effective. Staff are well trained to deliver the school's phonics programme with accuracy. This ensures that pupils quickly understand the sounds that make up words. Regular checking of what pupils understand identifies any gaps in pupils' learning. The school uses this information to carry out targeted interventions that address these gaps effectively. Pupils practise reading with books that carefully align with their phonics knowledge. This enables them to become confident and fluent readers.

Most pupils concentrate well in class and respond quickly to teachers' instructions. They are excited to share what they have learned and have positive attitudes to their education. Staff encourage pupils to 'stay on green', which reinforces positive behaviour. Pupils are respectful, polite and friendly. The school environment is calm and orderly. Pupils look forward to the weekly merit assembly, where they receive rewards for positive conduct linked to the school's values.

The personal development programme is a strength of the school. The school has put in place 'St Ignatius milestones' that define what all pupils are entitled to by the time they leave the school. Pupils experience a broad range of opportunities that enhance their wider development and prepare them well for life beyond the school. They can explain why democracy and the rule of law make a difference to the way that we live. Elections are held so that each class is represented in the school council. Pupils benefit from taking on leadership roles, such as acting as reading buddies for younger children. Pupils have a thorough understanding of healthy relationships and what it means to stay safe, including online.

Leaders, including those responsible for governance, have high ambition for all pupils and want the best for them. Staff feel that their workload and well-being have been carefully considered. They benefit from high-quality training and professional development.

Consequently, morale is high and there is a strong team spirit. Parents are very positive about the support their children receive from school staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers do not always use effective assessment strategies to identify and address misconceptions. This means that some pupils have gaps in their knowledge and are less well prepared to learn new content. The school should ensure that assessment is used consistently well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102144
Local authority	Haringey
Inspection number	10345783
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	Vincent Carroll-Battaglino
Headteacher	Con Bonner
Website	www.stignatiuscatholicprimary.co.uk/
Date of previous inspection	9 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- This Roman Catholic school is part of the Archdiocese of Westminster. The last section 48 inspection for schools of a religious character took place in February 2019. The next section 48 inspection will take place before the end of 2026.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with the headteacher and other leaders in the school.

- The inspector spoke with members of the governing body. They also spoke with a representative of the local authority.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. They also reviewed records related to attendance, behaviour and pupil movement.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with senior leaders, a selection of subject leaders, teachers and support staff.
- The inspector considered the views of parents, pupils and staff, including through their responses to Ofsted's online surveys.

Inspection team

Robert Grice, lead inspector

His Majesty's Inspector

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