

St Ignatius College

Turkey Street, Enfield, Middlesex EN1 4NP

Inspection dates	9–10 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders are precise in their evaluation of the school and are without compromise in their continuing programme of improvement. Consequently, leaders have created an ethos for education that is shared by all staff and one that pupils value.
- Pupils' welfare is outstanding because staff and governors are tireless in their efforts to ensure pupils' well-being. Highly effective systems are in place that allow members of the community to communicate with school leaders who quickly and successfully respond to any concern raised.
- The standard of teaching, learning and assessment is maintained and enhanced through a strong programme of ongoing, individualised support. Development opportunities are combined with accurate monitoring systems and staff are increasingly leading their own professional development
- Pupils' outcomes are strong and continue to improve. Disadvantaged pupils are making better progress now, as recorded by the schools' assessment information.
- Pupils' conduct themselves well, reflecting the school's high expectations. Instances of poor behaviour are dealt with rapidly by staff who know the school's procedures and apply them consistently.
- The school's system of assessment allows for an accurate evaluation of pupils' performance. Disadvantaged pupils, the most able, the least able and those who have special educational needs or disability are closely monitored and strategies to support them are used to good effect.
- The school is increasingly popular; it is now oversubscribed for entry into Year 7 and more pupils are staying on in the sixth form. This reflects the considerable work done by leaders to engage with the local community.
- Strong teaching, learning and assessment in the 16 to 19 study programmes support learners in achieving ambitious targets. Consequently, outcomes are improving and more learners go on to higher education.

It is not yet an outstanding school because

- The attendance of disadvantaged pupils is variable compared with others. Exclusions remain too high overall.
- Lower-ability learners on the 16 to 19 study programmes pursue courses that are not suitable given their starting points.

Full report

What does the school need to do to improve further?

- Improve outcomes of lower-ability learners in 16 to 19 study programmes by:
 - providing learners with consistently high-quality guidance that matches their starting points and prepares them well for their subsequent education, training and employment
 - developing the curriculum to include a broader range of work-related courses and provide more lesson time for those resitting GCSE English and mathematics.
- Ensure that attendance of all pupils, but particularly disadvantaged pupils, is consistently good, and further reduce the number of permanent and fixed-term exclusions.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has led the school in taking significant strides forward since joining the school in September 2014. During inspection, staff, pupils and parents referred frequently to the impact that the headteacher has had in revitalising the culture of the school so that education is now highly valued by all members of the community.
- Leaders are strident in their pursuit of continued improvement and are not complacent about the challenges that need to be overcome. Supported by the local authority and a national leader in education, the leadership of the school has implemented a programme of development that has resulted in a rapid improvement in all aspects of the school.
- Teachers enjoy working at the school, as do the pupils. They are part of a community where learning is valued and relationships are developed that enable better progress. Staff benefit from a programme of professional development that supports individuals at all stages in their careers, while pupils have a planned academic and enrichment curriculum which they enjoy and is stimulating.
- Senior leaders' evaluations of teaching, learning and assessment, and their analysis of the performance of pupils are accurate. Leaders, including subject leaders and learning support coordinators, intervene promptly and effectively where necessary to provide coaching for colleagues and support for pupils.
- Leaders are tenacious in their efforts to secure consistently good behaviour and introduced a strict code of conduct that increased the number of exclusions significantly last year. This is now reducing as further aspects of the school's behaviour policy have become embedded.
- Leaders have overseen a significant improvement in outcomes for pupils by developing a reliable assessment system and improving the standard of teaching and learning. Pupils' books, which are very well presented in most cases, and improving results demonstrate achievement that allows pupils to access the next stage of their education and training. A relentless focus on improving standards has shown a clear impact on pupils' outcomes.
- Pupils' development and welfare are priorities for leaders and governors alike. They have ensured that systems for managing concern are effective and easily accessible. The School's Help Advice Reporting Page (SHARP) system is one example of the school's use of innovative techniques to tackle local issues and allow pupils to share concerns online.
- Leaders have created a culture where the focus on pupils' individual experience in the school is the norm. Consistent with the four promises made by the school to parents, pupils can expect to receive an exceptional level of support for their welfare and ample opportunities to develop their understanding and skills.
- Leaders have ensured that the pupil premium and the catch-up premium are improving outcomes for those eligible. The difference in attainment and achievement between disadvantaged pupils and their peers is reducing according to the school's current assessment information, including in English and mathematics. Additional specialist literacy and numeracy support is securing a solid foundation on which pupils can build in their other subjects.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is strong through the provision of a wide range of sports, musical and special focus clubs, such as a games club for disadvantaged pupils. Fundamental British values are developed through subjects, assemblies and in the values of the school's behaviour code. Pupils' views are heard by leaders who respond to them effectively via the college council.
- Middle leaders who are new to their roles have not had time to create the impact they plan. However, the impact of their work is evident in the heightened focus on individual progress and the detail with which many staff are able to discuss and explain strategies for providing pupils with additional learning support.
- Leaders have not ensured that the 16 to 19 study programmes meet all learners' needs. There is a fairly narrow range of work-related courses on offer, which means that some learners start academic courses that they find difficult due to their own lower than average starting points. While leaders have now acted on this, it is too soon to see the impact of new courses, planned to meet this need.

■ The governance of the school

- Governors are increasingly expert in their roles following extensive training. They hold senior and middle leaders to account for progress made against the school’s action plans. Minutes of meetings, particularly from the rapid recovery group, show how governors ask probing questions to explore the progress being made by different groups of pupils.
- Governors visit the school regularly with clearly defined aims. These include conducting reviews of teaching, learning and assessment with leaders, and checking on school processes to ensure pupils’ welfare and compliance. Consequently, governors’ understanding of the school is strong.
- Governors have been instrumental in supporting the headteacher’s ambitious plans for improving the standard of teaching, learning and assessment. Governors have not shied from making difficult decisions in order to improve the quality of teaching, learning and assessment. They maintain careful monitoring of the school’s finances.
- The arrangements for safeguarding are effective. Staff know and understand how to use school systems and take their responsibilities very seriously. Pupils not only feel safe because of the support systems in place but also know how to keep themselves safe. Leaders have looked beyond the school gates to improve the safety of their pupils. Consequently, the views of parents and pupils indicate that they have a lot of confidence in the school regarding the welfare of pupils, and this confidence was shared by inspectors.

Quality of teaching, learning and assessment is good

- Pupils experience teaching, learning and assessment that is good across the majority of subjects and year groups. Pupils say that they enjoy their learning and as a result make good progress towards their goals.
- Teachers are supported in their professional development by a detailed programme that encourages the sharing of effective practice and encourages them to try new techniques that support learning. This programme has significantly improved the quality of teaching, learning and assessment.
- Learning is often accelerated by questioning in lessons. Pupils’ progress is deepened by teachers challenging misconceptions and drawing on strategies that build pupils’ confidence when drawing out their own and others’ ideas. Most-able pupils make particularly strong progress when questioning challenges them to evaluate their learning, for example in Key Stage 5 religious studies and Key Stage 4 geography.
- Teachers’ subject knowledge is strong and activities are developed to support learning in a range of ways, mostly differentiated for pupils’ particular needs. Where this is most effective, pupils’ literacy is developed rapidly in the subject and homework is set which extends and consolidates the learning.
- Pupils told inspectors of how teachers’ enthusiasm for their subjects motivates them to work harder. This was observed by inspectors in a range of lessons where pupils were keen to complete tasks and support one another while learning new concepts. Rare instances of off-task behaviour are dealt with promptly by the teacher.
- Teachers extend pupils’ literacy and mathematical techniques well, particularly in Key Stage 3. While pupils heard reading could do so highly competently, this was not always evident. Where learning is not closely matched to pupils’ ability, the development of literacy skills is less secure, for example in some writing tasks. A new literacy coordinator role has been created and the language and literacy across the curriculum (LiLAC) programme, which started in January 2016, has not had time to impact on the learning of all pupils consistently.
- Teachers’ planning focuses on the progress of disadvantaged pupils. This is particularly strengthened in Year 7 through the provision of targeted support in the transition from primary school. The school’s work to support the progress of disadvantaged pupils means that their progress is secure across subjects and year groups.
- Teachers are consistent in their use of the school’s assessment policy. Learning is planned to meet the needs of most pupils and pupils understand their targets and the steps needed to achieve them. Feedback on work often provides useful guidance and challenge so that pupils know how to improve.
- Teachers are increasingly planning to meet the particular needs of pupils who speak English as an additional language, as well as the needs of the most able and pupils who are low in attainment. Where this is the case, pupils make progress throughout the lesson and over time in line with their peers, for example in Key Stage 4 geography and French.

- Teaching, learning and assessment in the 16 to 19 study programmes are particular strengths. Teachers plan lessons that meet the needs of learners and use skilful questioning repertoires and activities to secure vital knowledge and provide opportunities for learners to prepare for examinations.
- Teachers do not always provide enough support for pupils who have special educational needs or disability to make good progress. Where assessment is used to support high expectations, then progress is secure but this is not consistent enough between subjects. Leaders recognise this area for development and have an action plan in place with defined aims including the deployment of other adults in the classroom.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The school works tirelessly to help ensure that pupils are safe. Consequently, the overwhelming majority of parents who responded to Ofsted's online questionnaire, Parent View, and all pupils who spoke to inspectors and responded to their survey said that they feel safe at school and trust staff to keep them safe.
- Pupils' physical and mental well-being are extremely well supported by the school. Pupils are provided with many opportunities to participate in clubs and charity events which are well attended. This has improved pupils' self-confidence and developed their eagerness to become involved in issues that are greater than just what happens in school, for example through links with a school in Tanzania.
- The school's systems for ensuring that pupils are well looked after are used promptly and effectively by staff. A group of pupils in Years 8 to 11 are trained peer ambassadors while sixth-form prefects support leaders during social times. Leaders are dedicated to ensuring pupils' welfare and have invested in securing links with external agencies that further support pupils' mental and physical health.
- Pupils receive a significant range of training on issues such as tackling bullying, homophobia, respect and tolerance for others. Pupils combine this development with opportunities to reflect on global issues and they take actions as a community in response to local matters, such as fundraising for the homeless at Christmas.
- Pupils make confident links between their subject studies and possible future careers, and spoke of their excitement about their potential future experiences.

Behaviour

- The behaviour of pupils is good. Pupils respect the school and their teachers who take decisive action in response to rare instances of poor behaviour. Pupils told inspectors of their pride in the school and this is reflected in their orderly conduct around the site. Pupils take advantage of school systems to report instances of poor behaviour or concerns about conduct.
- The attitude of pupils to their learning is strong and rare instances of off-task behaviour in lessons are dealt with quickly by teachers; consequently, pupils' learning is not interrupted.
- Pupils are well equipped when they arrive to lessons and have a keen understanding of how to make progress from their starting points. Pupils' positive attitudes to learning are reflected in the high standards of presentation in books and adherence to the dress code.
- Attendance is in line with the national average overall and is improving for most groups. However, the attendance of disadvantaged pupils is weaker.
- Exclusions have been used as a part of the strategy to improve standards. Consequently, the number of exclusions remains high but is now falling quickly as the behaviour policy is embedded. Behaviour is not outstanding because exclusions remain too high and attendance for all pupils is not consistently high.

Outcomes for pupils are good

- Pupils achieve well at GCSE with outcomes in 2015 that show a significantly higher than average number of pupils attaining five A* to C grades including English and mathematics. Pupils who studied humanities and science achieved significantly better than average, while in mathematics, English and languages pupils achieved in line with the average.

- The school's system of assessment draws upon increasingly accurate assessment information from teachers' evaluation of pupils' learning over time. While there is some variation in the precision of information in Key Stage 3 compared with Key Stages 4 and 5, leaders are able to use the information effectively to implement prompt intervention strategies to support underachievement. Consequently, pupils' outcomes are improving through actions taken in lessons and through extra-curricular support.
- Disadvantaged pupils are achieving outcomes that are increasingly in line with their peers. In 2015, the gap in achievement between disadvantaged pupils and other pupils grew slightly but the school's latest assessment information shows that this difference is now shrinking. Leaders have identified the disadvantaged group of pupils as a key focus and teachers plan their lessons to meet their needs. A team of teaching and support staff is currently carrying out a pilot study to explore further strategies for support.
- In 2015, Black African pupils achieved less well than their peers. The school's current assessment information indicates that the difference in outcomes is reducing. This is because the school's intervention programme is supporting these pupils to make at least the expected levels of progress. This group's progress is being accurately monitored in all year groups.
- The most-able pupils achieved outcomes in 2015 that were broadly average, including those attaining five good GCSEs, including English and mathematics. Most-able pupils are supported in their learning by strategies including questioning techniques and working collaboratively in order to challenge their own progress. Progress is strong as seen by the learning evident in books and observed by inspectors. Those entered early for mathematics in Year 10 all attained at least a B grade; the majority gained at least an A grade.
- Outcomes of lower-ability pupils are also secure. A range of strategies are used to support pupils to make good or better progress when they join the school with low levels of numeracy and literacy. Consequently, pupils' literacy is improved rapidly from Year 7 and, for example, pupils heard reading could do so with accuracy and confidence.
- Outcomes for pupils who have special educational needs or disability are variable. The school's leader for special educational needs coordination accurately evaluates the impact of teaching, learning and assessment for this group of pupils, and training for teachers is increasingly focused on meeting this group of pupils' needs. The new assessment system is increasingly accurate in tracking the progress of all pupils who have special educational needs or disability against aspirational targets.
- Leaders have taken action to ensure that all pupils are entered for appropriate courses. As a result, all lower-ability pupils are entered for an appropriate number of GCSE qualifications. Secure careers information, advice and guidance support pupils' decision making about their subsequent education, training and employment, although pupils would like more guidance on work-related courses.
- Learners in the 16 to 19 study programmes make good progress in most cases. In 2015, achievement for learners was average at A level with their AS-level performance being significantly better. The school's current assessment information indicates that outcomes for learners continue to be strong and improving across most subjects, particularly geography, physics and English literature.

16 to 19 study programmes

are good

- Leaders of 16 to 19 study programmes have undertaken a significant programme of streamlining courses to improve the curriculum provision for learners. Consequently, the numbers of learners who complete their courses have increased annually since 2013 and the number choosing to continue to higher education has also improved. More learners from the school's own Year 11 cohorts are choosing to stay on in the sixth form.
- The standard of teaching, learning and assessment in the sixth form is good and improving. Within a physical learning environment that is due for renovation, learners speak highly of the progress they feel they make and their work folders support this view. Learners feel supported by teachers who provide them with stimulating and appropriate challenges in lessons and who are also willing to provide additional support as required.
- Learners' conduct and attitudes towards learning are admirable, reflecting leaders' high expectations. As a result, attendance is broadly average and improving while learners interact with one another well. Learners communicate very well with staff, showing respect and the utmost courtesy.

- Learners' welfare is well supported with stringent systems in place to ensure that concerns are able to be raised by any member of the community and actions swiftly taken. Learners respond well to opportunities to take a leading role in the life of the school, for example as sports captains and on the college council. Learners are trusted to use their private study time profitably to improve their independent learning skills, which they were seen to do during the inspection.
- Outcomes for all learners are in line with average and the school's current assessment information indicates that sixth formers are making improved progress over time. The accuracy of the school's assessment information for the 16 to 19 study programmes allows leaders and teachers to intervene rapidly when individual learners underperform. Consequently, Year 13 are on track to meet their targets and Year 12 are on track to exceed theirs.
- Careers information, advice and guidance support most learners well in decisions about their 16 to 19 study programmes. However, outcomes for low-attaining learners are less secure. Teaching, learning and assessment strategies support learners' progress. However some, including those resitting GCSE English and mathematics, are not pursuing courses that best suit their individual needs. While information for their progress indicates improvement over time, attainment is low. Senior leaders now have an effective plan in place to support those learners on a three-year foundation route, including work-related courses.

School details

Unique reference number	102058
Local authority	Enfield
Inspection number	10011886

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Boys
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,061
Of which, number on roll in 16 to 19 study programmes	266
Appropriate authority	The governing body
Chair	John Donnelly
Headteacher/Principal/Teacher in charge	Michael Kelly
Telephone number	01992 7177835
Website	www.st-ignatius.enfield.sch.uk/
Email address	enquiries@st-ignatius.enfield.sch.uk
Date of previous inspection	23–24 January 2014

Information about this school

- St Ignatius School is a slightly larger than average boys' 11–19 school with a small population of girls in the sixth form. It is one of five Jesuit secondary schools in the United Kingdom.
- A large majority of pupils come from minority ethnic groups, mainly Black African, White British and Any other White background.
- The proportion of students supported by the pupil premium, which is additional government funding to support looked after children, service children and those known to be eligible for free school meals, is above average.
- The number of pupils who speak English as an additional language is above average, with none identified as being in the early stages of development.
- The proportion of pupils who have special educational needs or disability is below the national average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- The headteacher joined the school in September 2014 and the senior leadership team is also largely new and appointed since that date.
- The school is supported by the headteacher of Highlands School in Enfield, who is a national leader in education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching and learning in 37 part-lessons, some of which were joint observations with senior leaders. Together with staff and pupils, inspectors looked at work in books both within and outside lessons.
- Inspectors met with senior leaders, staff, governors and a representative from the local authority, as well as the local authority brokered improvement partner and national leader in education. Inspectors also met with groups of pupils and held a number of informal conversations with others during break times.
- The views expressed by 68 parents via Parent View were considered alongside the written comments of 58 parents. Inspectors also considered survey responses from 38 pupils and 33 staff.
- Inspectors scrutinised a wide range of documents including policies and procedures, assessment and attendance information, minutes of meetings, and the school's evaluation of current performance and its immediate action plans.

Inspection team

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