

St Ignatius College

Turkey Street, Enfield. Middlesex.EN1 4NP

Date of inspection by Westminster Diocese: 1- 2 December 2016.

Summary of key findings for parents and pupils



A. Classroom religious education is good

- The school's strong Catholic identity permeates all aspects of the learning environment of the school.
- The religious education curriculum is carefully planned based on the relevant areas of the Curriculum Directory.
- Teachers have high expectations, plan and teach lessons that deepen pupils' religious literacy and create a positive climate for learning.
- Religious education makes a strong contribution to the Catholic life of the school.
- Pupils are encouraged to reflect on their faith across all key stages.
- The leadership and vision of the subject leader ensures that all staff are well supported.
- The subject leader has high expectations, and the impact can be seen in the improving outcomes at GCSE.
- At GCSE pupils attain consistently above the national average. The achievement of pupils in religious education is very good and is comparable with achievement in other subjects in the school.
- The SEF provides an accurate evaluation of the strengths and areas for development and there is evidence of action already being taken.
- The newly appointed headteacher, senior leadership team and governors are strongly determined to ensure continuous improvement.

Classroom religious education is not yet outstanding because

- Higher ability pupils are not yet sufficiently challenged and differentiation is not embedded in all lessons.
- Prior data is not yet effectively used to ensure sustained progress for all learners.

B. The Catholic life of the school is outstanding

- The school excels at being a community based on Jesuit tradition and values. The paramount objective of Jesuit education 'men and women for others' is witnessed in every area of the school's life.
- Relationships are excellent and it is a welcoming, vibrant Catholic community.
- The school is well cared for and respected and all the displays are used to celebrate pupils' achievement and greatly enhance the Catholic ethos of the school.
- Worship and prayer are central to the life of the school and underpin its vision and the ethos.
- The Eucharist is a significant feature of the experience of pupils; there are regular opportunities for pupils to attend Mass.
- Pupil-led prayer is exemplary and leads to a powerful spiritual experience for all pupils.
- The school has an extensive programme of providing opportunities for pupils to respond to the needs of others.
- Pupils spoke with immense pride about their Catholic identity and the call to serve the Common Good through their engagement with a number of charities and their awareness of helping those in need.
- Partnerships between home, school, parishes and the wider Catholic community are outstanding.
- Leadership and management of the school are outstanding and the governors make a highly significant contribution to the work and the Catholic dimension of the school.

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection St Ignatius College has undergone a number of significant changes. A new headteacher and senior leadership team have been appointed as well as a new subject leader. These appointments, amongst others, have further increased the college's capacity to improve and a three-year plan for further improvements is being implemented. Changes to the curriculum since 2011 now means the college is in line with the requirements of the Bishop's Conference, with 10% curriculum time at Key Stages 3 and 4 and 5% curriculum time at Key Stage 5.

The content of classroom religious education is good.

In all key stages, the content of classroom religious education (RE) meets the requirements of the Curriculum Directory. The core content of the programmes of study reflect a systematic study of God, the life and teachings of Jesus and the Church, the central beliefs that Catholics hold and their relationship between faith and life. The Key Stage 3 scheme broadly follows a published programme but the curriculum allows scope for individual teacher's creativity to flourish. The department is currently planning to deliver one of the specifications as directed by the diocesan bishop which will ensure that the knowledge gained from Key Stage 3 will be developed further and students will have a deeper understanding of Catholicism. The RE curriculum allows numerous opportunities for pupils to develop religious literacy. A good range of creative resources are used to enhance the delivery of religious education. The RE course booklets are structured to ensure progression and development of content, knowledge and understanding at a deeper level as pupils progress through the key stages.

Pupil achievement in religious education is good

Achievement overall is good and progress is equally good. Pupils enter the school with knowledge and skills that are generally in line with the national average. Pupils make good progress at Key Stage 3 when measured from both the diocesan baseline test and against the whole school baseline measures. At the end of Key Stage 3 when compared to other humanities subjects, achievement at Key Stage 3 is at least good. Achievement is particularly good at Key Stage 4 which is higher than the national average. The achievement of pupils is very good and in comparison to other subjects in the school. Pupils know and understand what they have to do to improve their work, they show a good understanding of target grades and how to achieve them. Pupils' attitudes to learning are consistently positive and have an impact on the progress they make. Religious literacy is good and pupils are confident in their use of religious language. At Key Stage 5, the RE department has already put measures in place to improve both recruitment and retention at A level as well as focusing on improving outcomes for students.

The quality of teaching is good

The quality of teaching across the school is judged to be good with some evidence of outstanding teaching. Teachers have high expectations, plan and teach lessons that deepen pupils' religious literacy and create a positive climate for learning. Pupils are confident to ask questions which was evident in a Year 7 lesson on the birth of Jesus and a Year 11 lessons on world poverty. The use of differentiation in two impressive Year 11 lessons ensured the progress of all learners and there was clear evidence of stretch and challenge. Examination techniques that were applied here were clearly embedded and contributed to the sustained progress made. However, this needs to be further embedded across all lessons to move teaching and learning to outstanding. Pupils were provided with detailed feedback, both orally and through marking. In the most successful lessons there was clear and precise teacher feedback to pupils on how best to improve their work. Pupils know how well they are doing and respond positively to this feedback. 'Green pen' marking for self and peer

assessment is well used and students are able to assess their own learning in most lessons. Teachers have sound subject knowledge and teaching assistants are well deployed to support students in lessons. Pupils commented that they enjoyed RE and they were interested and engaged in lessons. Homework and marking is monitored regularly by the subject leader, supported by members of the senior leadership team through regular book checks and learning walks.

The leadership and management of religious education

are good

The leadership and management of religious education are good and there is a very clear vision and commitment to the school's key mission of the Church. The headteacher is very passionate and committed to the importance of religious education influencing all aspects of the school. The subject leader works tirelessly to ensure the religious education curriculum meets the needs of all pupils. Subject knowledge is continually developed through ongoing professional development and staff are well supported in this. The department has an 'open door' policy encouraging all members to share good practice. The subject leader has high expectations, and the impact can be seen in the improving outcomes at GCSE.

What should the school do to develop further in classroom religious education?

- Ensure all teaching is consistently good with the aim of achieving outstanding.
- Ensure that higher ability pupils are catered for and challenged in all lessons by differentiating tasks.
- Continue to revise Key Stage 3 assessments in light of the demands of the new GCSE specification.
- To further improve recruitment at A Level Religious Studies.

B. The Catholic life of the school

What has improved since the last inspection?

The college has ensured that 10% of curriculum time at Key Stage 3 and 4 and 5% of curriculum time at Key Stage 5 is devoted to RE. The headteacher now line manages RE and the chaplain, ensuring that RE and the Catholic life of the school preserve the rich Jesuit identity and heritage. The Catholic life of the school is the first priority on the college's development plan.

The place of religious education as the core of the curriculum is outstanding

Religious education is very much at the heart of the school and influences and enhances the high quality of Catholic education offered as well as a rich experience of Catholic life and worship. 10% of curriculum time is devoted to the teaching of religious education at Key Stage 3 and 4 and 5% at Key Stage 5. Religious education is well respected by pupils and parents and is central to the Catholic identity of the college. Religious education is regarded as core in every sense: its budget is comparable to other core subjects; it has the same opportunities as other core departments. Displays around the school and in the department are of a very high standard. The leadership team and governors offer outstanding support and active guidance in developing and reviewing the place of religious education in the school.

The experience of Catholic worship – prayer and liturgy – for the whole school community is outstanding

Worship and prayer are central to the daily life of the school. Opportunities for collaborative worship are taken whenever they arise throughout the school year, such as a community Mass, Lent and Advent services. Pupils are engaged in the planning of worship opportunities and lead on morning prayer and assemblies. There was a very reverent and engaging assembly prepared by sixth form students on the visit they had made to their sister school in Tanzania, raising awareness of social justice. Pupils' spiritual and moral development are strong and well provided for through times for quiet reflection. Pupils spoke about the many opportunities they had for participating in prayer and worship such as morning prayer, community Masses and the Examen, a period of quiet reflection which occurs weekly. The engagement of the form tutors in daily prayer fully enhances the pupils' experience and opportunities to deepen their faith. Pupils have an opportunity to celebrate the Eucharist every Wednesday, receive the Sacrament of Reconciliation often and take part in assemblies. Pupil-led prayer is exemplary and leads to a powerful spiritual experience for all pupils. There are also retreat days which take place for all Key Stage 3 pupils and give them an opportunity to work together in their form and celebrate their faith. This extensive retreat programme is led by the school chaplain and allows pupils to grow in confidence, being able to take a leading role in liturgy and prayer.

The commitment and contribution to the Common Good – service and social justice are outstanding

The school's commitment to the Common Good is outstanding. The educational goal to develop 'men and women for others' and to be people of competence, conscience and compassion was clearly in evidence. The pupils' articulation of this is outstanding and fully embedded in the school. The school is a warm and welcoming community which recognises the gifts and talents of each individual pupil. There is a wide range of opportunities for pupils to develop and celebrate their gifts and talents through an extensive extra-curricular programme. Staff are excellent role models for

pupils and have very good relationships with pupils and parents. Pupils are given many opportunities to be of service around the school and in their fundraising for a wide variety of charities, including the sister Jesuit school in Tanzania, St Vincent de Paul group, food bank, a homeless shelter, Westminster Crisis fund and the Royal Lifeboat Institute. These partnerships make a positive contribution to the personal development of pupils and there is an understanding of the theology underpinning their actions, which pupils articulate with great pride. Sixth form prefects also run an extensive programme of charity fundraising to raise funds for a sister school in Tanzania. A number of staff and students visited Tanzania in August 2016 and worked on a variety of community projects. The sixth form 'Ignatian Hands' programme enables each member of the Sixth form to make a contribution to the life of the college. The pupils spoke highly of the many extra-curricular opportunities they are given at the school and were appreciative of the 'breakfast club initiative' before they start school each day.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf

are outstanding

The parents are very supportive of the life and work of the school. Parents clearly value and speak highly of the work it does in educating their children. Parents spoke about how school worked hard to encourage their pupils to be 'men and women for others.' Parents are invited in to attend the family Mass and special Masses throughout the year. The school has a strong partnership with the local Catholic girls' school. This has resulted in joint governor training sessions, sharing good practice in teaching and learning and social events. There are also strong partnerships with the local feeder schools. The school is fortunate to have the support of local clergy who visit the school regularly to say Mass and attend school events. The school's Old Ignatian organisation hosts many events for past pupils to continue their partnership with them. The school is working hard to build links with the wider community.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The leadership and management are clearly outstanding in promoting the Catholic life of the school. No aspect of the daily life of the school is left unobserved in reflecting on the mission of Catholic education. Leadership at all levels is passionate about the distinct Jesuit Catholic identity of the college and nurture it. All who work in the college share the vision that everyone is equal and the staff and pupils enjoy celebrating the richness and diversity of their community. As part of the new staff induction programme, all new staff participate in a Jesuit 'Shared Vision' programme. The governing body is very strong in its dedication and commitment to the Catholic life of the school. Pupils have a clear sense of the college's distinctive understanding of itself as a Catholic school and how that helps them in the formation of their faith. The headteacher, leadership team and governors lead the school in ensuring that all are valued and that achievements of pupils and staff are recognised and celebrated through achievement boards, school colours, assemblies and briefings. The focus on discipleship permeates the whole school.

What should the school do to develop further the Catholic life of the school?

- Further develop chaplaincy by creating a chaplaincy team and include more staff.
- Establish a support structure to ensure the subject leader has the resources and staffing to move the department to outstanding.

Information about this school

- The school is a six form entry Catholic comprehensive school in the locality of Enfield.
- The school principally serves the parishes of St Ignatius, Our Lady of Immaculate Conception & St Joseph and Our Lady of Mount Carmel & St George as well as a large number of other parishes.
- The proportion of pupils who are baptised Catholic is 78%.
- The proportion of pupils who are from other Christian denominations is 14 % and from other faiths is 3%. The remaining 5% are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 34%.
- There are 107 pupils in the school with special educational needs or disabilities of whom 20 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is above average.
- There is an above average rate of families claiming free school meals.
- 341 pupils receive the Pupil Premium (30%).

Department for Education Number	308 5403
Unique Reference Number	102058
Local Authority	Enfield

Type of school	Secondary Special
School category	Voluntary Aided Academy
Age range of pupils	11-18
Gender of pupils	Male
Number of pupils on roll	1014
The appropriate authority	The governing body.
Chair	Mr John Donnelly
Headteacher	Mrs Mary O'Keeffe
Telephone number	01992 717835
Website	www.st-ignatius-enfield.sch.uk
Email address	enquiries@stignatius.enfield.sch.uk
Date of previous inspection	8 th November 2011
Grade from previous inspection	Good

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 22 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and 14 number of acts of worship.
- 4 meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Mary Coyle	Lead Inspector
Mrs Louise Gammage	Associate Inspector
Miss Deirdre McHugh	Associate Inspector
Mrs Bernadette O' Hanlon	Associate Inspector

Diocesan inspection has four grades:

- outstanding
- good
- requires improvement
- causing concern

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