

Inspection of St Aloysius RC College

Hornsey Lane, Highgate, London N6 5LY

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

St Aloysius pupils are happy, confident and polite. They share the school's values of respect, learning, community and justice. Leaders have created a school where pupils are safe and have someone to turn to when the need arises. St Aloysius College is a school where staff care for each and every pupil.

Staff have high expectations of pupils. They want them to succeed and develop into caring and considerate young adults. Pupils meet these expectations. They rise to the challenge teachers provide for them. Pupils here work hard and achieve well.

Pupils behave very well. They focus on their work and listen to their teachers attentively. At lunch and breaktimes they enjoy each other's company, and many play basketball and table tennis. Bullying is rare. Pupils say when it does happen, staff deal with it effectively.

Leaders are developing an extensive range of enrichment opportunities for pupils. There is a basketball academy and many other sports, including sailing. Pupils take part in debating and music, including through links with local independent schools. Some pupils are becoming mental health ambassadors to support their peers. Pupils can develop new talents and interests here.

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

Leaders have a clear ambition to provide pupils with a high-quality education. They want the very best for every pupil and they are relentless in their quest to improve the school. They have made significant progress towards fulfilling their vision. Leaders and staff work in partnership with parents and carers to meet pupils' needs. Staff enjoy working at the school. They say that leaders take their workload and well-being into account. Governors offer school leaders both challenge and support. They fulfil their role well.

Leaders have designed an ambitious curriculum. This includes for pupils with special educational needs and/or disabilities (SEND). It is well organised so that pupils can build up their learning over time. Pupils gain essential knowledge and skills in Years 7 to 9. In a few subjects, further thinking would enable teachers to broaden the content taught to pupils before GCSE courses begin. Leaders have designed a sixth-form curriculum to meet the needs and interests of students. Applications to the sixth form are increasing. In response, leaders are developing the breadth of subjects on offer to sixth-form students.

Teachers have good subject knowledge. They present new ideas well and use questioning to secure pupils' understanding. Teachers use activities that link lesson content to what pupils have learned before. This helps pupils to build on what they already know. Pupils receive regular, detailed advice from teachers on how to improve their work. Pupils respond to this advice by rewriting or adding to their original work. They say this is very helpful in developing their knowledge and understanding. Pupils

in all year groups produce work of a high quality. In the sixth form, teachers use their subject expertise well. They help students secure the depth of knowledge and understanding required at A level.

Leaders have established a programme for those pupils at an early stage of reading. Trained staff teach this programme, which includes phonics. Leaders accurately identify pupils who need this support. These pupils make good progress in becoming fluent readers. Leaders promote a love of reading through various strategies, including library lessons and reading in form time.

Leaders work with primary schools to plan for pupils with SEND before the pupils join the school. Leaders are quick to identify any other pupils who have SEND. Most pupils with SEND receive the help they need to succeed in lessons. Sometimes, however, teachers and teaching assistants do not identify precisely enough the support pupils with SEND need.

Pupils' behaviour in lessons is good. They show respect for teachers and other pupils. Low-level disruption in lessons is rare. When it does happen, teachers deal with it effectively. Leaders and teachers do not allow poor behaviour to disrupt learning. Pupils are well-motivated and show commitment to their studies.

Leaders give high priority to pupils' personal development. Pupils learn about a range of topics and issues. These include relationships, physical and mental health, citizenship and different faiths and cultures. This helps to create an inclusive school community. Pupils receive careers information and guidance from Year 7 to the sixth form. They complete work experience in Year 10 and Year 12. Sixth-form students have a weekly programme of personal development activities. They value the guidance they get about applications for university, apprenticeships and employment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They provide regular staff training. New staff receive training immediately on joining the school. Staff are alert to the signs of risk in pupils and know how to report concerns. Leaders work effectively with local authorities and other external agencies. They secure the support pupils need. The safeguarding team meets regularly to review pupils at risk and check on their progress and well-being. Leaders inform parents of safeguarding risks. They invite them into school for sessions on issues such as online safety. Pupils receive education and guidance to help them keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, subject leaders have not fully considered how they might further broaden pupils' learning at key stage 3. This means that pupils do not have opportunities to gain a wider understanding of these subjects. As the school transitions to a three-year key stage 3, leaders should ensure that all subjects offer a broad and deep curriculum from Year 7 to Year 9.
- Sometimes, teachers and teaching assistants do not plan systematically for pupils with SEND. This means that sometimes pupils with SEND do not receive the specific support they need to achieve well. Leaders should ensure that they provide relevant staff training to improve the support provided to pupils with SEND.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100459
Local authority	Islington
Inspection number	10227418
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 19
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	642
Of which, number on roll in the sixth form	104
Appropriate authority	The governing body
Chair of governing body	Paul Lasok
Headteacher	Paula Whyte
Website	www.sta.islington.sch.uk
Dates of previous inspection	6 and 7 November 2018, under section 5 of the Education Act 2005

Information about this school

- The current headteacher has been in post since September 2020.
- The school uses one registered alternative provider, Focus First Academy.
- The school meets the requirements of section 42B of the Education Act 1997 (the 'Baker Clause') which came into force in January 2018. The school provides opportunities, as required by law, for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the leadership team, other school leaders and members of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders for geography and design and technology.
- Inspectors met with the school's designated safeguarding lead and deputy designated safeguarding lead. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to behaviour and attitudes, and personal development.
- Inspectors considered the 71 responses to Ofsted's pupil survey, 35 responses to the staff survey and 49 responses to the online survey for parents, Ofsted Parent View.

Inspection team

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