

# St Francis of Assisi Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	126046
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	381179
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Jeanie Jovanova

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Malcolm Braganza
<b>Headteacher</b>	Mrs Bernadette Connor
<b>Date of previous school inspection</b>	2-3 December 2008
<b>School address</b>	Southgate Drive Crawley RH10 6HD
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## Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons taught by 13 teachers. Meetings were held with members of the governing body, pupils and senior leaders and managers. They observed the school's work, and looked at documentation relating to safeguarding and child protection, the school's self-evaluation, notes of visits made by the school's improvement partner and the school's data showing pupils' attainment and progress. The inspection team looked at the 115 questionnaires returned by parents and carers, together with those returned by staff and pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- In Years 3 to 6, what impact the new curriculum has on pupils' development and well-being and whether it is improving pupil progress.
- How effective the introduction of success criteria and targets are in making sure progress takes place in all lessons for all pupils.
- How effectively the leadership and management of teaching and learning are increasing pupil progress between Years 3 and 6, particularly in mathematics.

## Information about the school

This is a larger-than-average-size primary school. The majority of pupils are White British. The proportion of pupils from minority ethnic heritages is higher than the national average as is the proportion of pupils who have English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average.

The school has an International Schools award and an Eco-Schools award.

Since the previous inspection, there have been a number of staff changes. Following the retirement of the headteacher, the governing body appointed the current headteacher as from 1 September 2009. Several long serving members of staff have left and a new senior management team has been established.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Relationships with parents and carers are good. The good start the youngest children get in the Reception classes provides a firm basis for their learning and development. Children settle well and make good progress because of skilful questioning by teachers that encourages the development of speaking, listening and thinking skills. The good range of resources provided for them helps children to learn effectively through imaginative play. In Years 1 to 6, achievement is satisfactory. By the end of Year 6, attainment is broadly average in English and mathematics, with a clear trend of mathematics being relatively lower than in English.

Pupils' attendance is high and reflects their obvious enjoyment of school. Behaviour is good. Pupils are polite and courteous in lessons and when moving around the school. Pupils' moral, spiritual, social and cultural development is good and this is reflected in how well pupils from different cultural heritages work together and how harmonious playtimes are.

Where teachers plan lessons that take into account the range of levels of the pupils in their class, learning is good. However, this approach is inconsistent across the school and, consequently, too many lessons are based on planning which does not fully meet pupils' needs. Whilst half of the lessons observed were good, with some outstanding, there are too many lessons where pupils sit passively and whose learning is, consequently, satisfactory. Day-to-day assessment, including marking, is good in some classes. However, in others, it is not used well enough and therefore pupils do not make as much progress as they could, particularly in mathematics. The progress made by individual pupils is monitored by the school, but too little attention is paid to tracking the progress of different groups of pupils.

Senior leaders' and managers' evaluation of lessons is accurate. The leaders and managers identify key priorities, such as raising the attainment of pupils in mathematics when compared to English, and they recognise that practice across the school is not consistent. However, written self-evaluation is less robust. Whilst there have been a number of changes to the governing body and governors now have a better understanding of data and how to hold the school to account for ensuring pupils make progress, this is still at an early stage of development. The impact of their increased involvement has not been felt sufficiently to bring about the improvement needed. This restricts the school's capacity for sustaining improvement which, as a result, is satisfactory rather than good.

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The school makes the most of partnerships with other agencies which provide good support that contributes to the achievement and well-being of pupils.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment and improve pupils' progress in mathematics so that pupils achieve as well as they do in English by:
  - providing pupils with targets so that they understand exactly what to do to improve their work, know where they are in their learning and what the next steps are to move their learning forward
  - making sure that success criteria and targets are closely linked to the levels at which individual pupils are working.
- Improve the quality of teaching so that, by July 2012, the great majority is good or better by:
  - reducing the amount of teacher talk
  - making sure that planning is consistent and uses assessment information to provide challenge for pupils at all ability levels which allows them to make good progress in lessons
  - developing the use of success criteria so pupils understand what to do by the end of the lesson and how this links to their individual targets.

## Outcomes for individuals and groups of pupils

**3**

Children start school with knowledge and skills below those expected for their age and make good progress in the Early Years Foundation Stage. For the oldest pupils in the school, although broadly average, attainment in mathematics is lower than in English and pupils' progress in mathematics, especially in Key Stage 2, is inconsistent, particularly in learning how to use and apply their mathematical skills and knowledge. Progress for pupils with special educational needs and/or disabilities is inconsistent, with some individual pupils clearly making good progress from their starting points, whilst for others progress is slow. Progress is variable for pupils from minority ethnic heritages and those with English as an additional language. In Year 3, in mathematics, expectations are high and pupils are encouraged to work collaboratively in mixed ability groupings. All pupils therefore benefit from being able to use mathematical language, are excited by their learning and make good progress in lessons. In other lessons, however, too many pupils sit passively or become restless as there is too much emphasis on teacher talk. A few pupils are not motivated to engage in the learning and become distracted.

Pupils have a well-developed understanding of how to keep themselves safe, both in and out of school, and speak enthusiastically and knowledgeably about the

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importance of sport and diet in keeping them healthy. They are less clear about the importance of emotional well-being. They feel happy and safe in school and are confident that adults there will help them if they have any concerns. They greatly enjoy being members of the school council. Eco-warriors have a great impact on how environmentally friendly the school is. The 'Eco-Spies' are always ready to grade adults on how carefully they look after the environment by, for example, switching off lights and appliances and recycling wherever possible. Year 6 pupils make excellent role models when supporting pupils in Year 1 with their reading. Pupils are considerate towards each other and understand that the school and wider community are culturally diverse. The extent to which pupils develop workplace skills is satisfactory because not enough emphasis is put on making sure pupils know the next steps they need to take to achieve their goals, particularly in the learning of mathematical skills. Pupils enjoy opportunities to visit local places of interest and reflect well during school assemblies. Work across the curriculum supports both their cultural development and their understanding of right and wrong, for example when thinking about the needs of a nation in a time of conflict during a lesson on the Second World War.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Whilst there are examples of good and outstanding lessons, too many are satisfactory and contribute to uneven progress as pupils move up through the school. Classrooms are well organised and calm and pupils behave well and enjoy their learning. Teaching assistants are deployed effectively to work with pupils who need additional help. In lessons where pupils make good progress, there is a fast pace which engages pupils. Here, pupils have the opportunity to use equipment or real-life objects to make their learning more meaningful, such as when choosing priced items from a shop to strengthen understanding of how to add and subtract decimals. In these lessons, teachers share the learning outcomes, which have been planned using assessment information accurately so that activities are matched to the different ability levels within the class. They use skilful questioning to check what pupils have understood. Where the pace of learning is slower, work is not accurately matched to pupils’ needs. There are limited opportunities for pupils to share their understanding and they spend too long listening to the teacher. Books are marked regularly but marking does not consistently inform pupils how they can improve their work.

The curriculum now promotes cross-curricular links to embed the learning of key skills and takes a creative approach to teaching a range of topics which have engaged and enthused pupils and their families. One parent wrote, ‘I like the idea of homework grids, my child has been more interested in partaking.’ These new measures are too recent to have had sufficient time to make an impact on pupils’ progress. After-school clubs are well attended and reflect pupils’ enthusiasm for sport and cultural activities. Visitors to school, trips and residential retreats broaden pupils’ understanding and promote their skills of independence.

The school has a welcoming and inclusive ethos. Relationships between staff and pupils are good. The school provides a range of support for its more vulnerable pupils, either by training their own staff or by linking with external agencies. However, whilst this has enabled some individual pupils to make good progress, the school has an insufficient grasp of the progress of key groups of pupils. Attendance is high and pupils appreciate the incentives they receive for regular attendance, but the school does not have effective enough measures to improve the attendance of those few pupils who are persistently absent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

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## How effective are leadership and management?

The new leadership team is determined to bring about a change in culture, away from passive learning and didactic teaching, to a dynamic process which involves pupils in their learning at all stages. There have been pockets of resistance to this which has slowed the overall impact and success. The progress that individual pupils make is regularly monitored and pupil progress meetings, introduced since the current headteacher has been in post, are beginning to help teachers understand their role in securing progress for all pupils in their class. However, the school does not track the progress made by different groups of pupils sufficiently well to make sure that it is good for all pupils. The school has set challenging targets and recognises that, particularly in some year groups, pupils will need to make good progress to reach them.

The governing body discharges its statutory responsibilities to make sure that pupils and staff are safe. Members of the governing body provide satisfactory challenge in holding the school to account for its performance. Most parents and carers expressed positive views of the school that reflect the good relationships that exist between themselves and staff. The school consults parents and carers through questionnaires and a forum and keeps them informed through regular newsletters. The school complies with government requirements for safeguarding and has been responsive in making sure that any minor inaccuracies or oversights are dealt with immediately. The school’s inclusive ethos supports equal opportunities and discrimination is not tolerated in any form. However, the inconsistent progress of certain groups means that this area is currently no more than satisfactory. The school makes a strong contribution to promoting community cohesion and pupils from culturally diverse backgrounds work and play together remarkably well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children make good progress and, by the time they start Year 1, their attainment is above the local authority average, apart from in reading, writing and calculation. Boys' progress, whilst still good in most areas, is lower than girls'. Children settle well and relationships are good between them and the adults who support them. Children show good levels of sustained concentration, for example in listening to stories and responding to challenging questions which develop their comprehension skills. Their behaviour is good and they show good levels of independence, for example in mark making and leaf printing.

Day-to-day assessment is good. As a result, staff plan appropriate activities and provide resources which encourage children to develop key skills based on their individual strengths and interests. Effective use of 'Learning Journals' contributes to staff, children and parents and carers seeing a good picture of children's progress during their first year at school.

Partnerships with parents and carers are strong, especially in preparing children for joining the school. There are effective partnerships with pre-schools which support staff in meeting children's needs and catering for their interests as soon as the children join the school. The staff work as an effective team to monitor, assess and record children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The questionnaire return was 27%, which is broadly in line with the national average return rate. Most parents and carers are fully supportive of all aspects of the school's work.

The following are typical of the positive comments received. 'There has been a significant change in the school and this includes the children being visibly happier.' 'A general feeling that the school is moving onwards and upwards...' 'Some very positive changes, long may it continue!' 'Exemplary in every way.' 'My son adores St Francis and has been privileged to be taught by committed, highly skilled professionals.' 'Curriculum meetings and homework timetable are an excellent development. The clubs offered after school have also increased my daughter's enjoyment in her education.'

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A few parents and carers reported concerns over the progress their children make and evidence gathered during the inspection supported these concerns. A very small minority reported concerns over how effectively the school deals with unacceptable behaviour. During the inspection, evidence gathered from speaking with pupils, observing lessons and playtimes, and in discussion with staff, supported the judgement for behaviour as being good as pupils knew who to go to if they had concerns. Pupils felt the school kept them safe.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Francis of Assisi Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 115 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	66	37	32	1	1	0	0
The school keeps my child safe	78	68	33	29	3	3	1	1
The school informs me about my child’s progress	46	40	57	50	10	9	0	0
My child is making enough progress at this school	54	47	51	44	7	6	1	1
The teaching is good at this school	56	49	54	47	1	1	1	1
The school helps me to support my child’s learning	59	51	52	45	3	3	1	1
The school helps my child to have a healthy lifestyle	61	53	49	43	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	42	56	49	2	2	0	0
The school meets my child’s particular needs	57	50	46	40	5	4	1	1
The school deals effectively with unacceptable behaviour	42	37	51	44	10	9	5	4
The school takes account of my suggestions and concerns	41	36	56	49	7	6	3	3
The school is led and managed effectively	61	53	47	41	3	3	2	2
Overall, I am happy with my child’s experience at this school	67	58	41	36	5	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 October 2011

Dear Pupils

**Inspection of St Francis of Assisi Catholic Primary School, Crawley  
RH10 6HD**

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed meeting you all in lessons and around the school. I would like to thank the school council for giving time to meet with Mr Hassan. We have judged your school to be satisfactory. There are a number of features that are good about your school.

- You make progress in Reception because there are lots of good resources to help you learn.
- Your behaviour is good and you have a good understanding of healthy lifestyles and how to stay safe in school and the wider world.
- Your attendance is high and you take your roles within school and the wider community very seriously.
- You think deeply when in assembly and understand the difference between right and wrong.
- You work and play well together and respect and value each other's differences.

There are two things we have asked your headteacher, teachers and governing body to do to help make it better.

- Make sure you make as much progress in mathematics as you do in English by teachers giving you targets and success criteria that will help you to know where you are and what to do next.
- Make sure that all of the teaching is good or better by getting teachers to plan more carefully for your different needs and abilities and giving you more opportunity to talk about your learning.

You can help by asking your teachers if you are not clear about the success criteria for a lesson or about your targets and by continuing to behave so well in lessons.

Yours sincerely

Jeanie Jovanova  
Lead inspector

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