

Franciscan Primary School

Inspection report

Unique reference number	101008
Local authority	Wandsworth
Inspection number	376500
Inspection dates	21–22 May 2012
Lead inspector	Helen Howard

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	487
Appropriate authority	The governing body
Chair	Billi Randall
Headteacher	Pat Andre-Watson
Date of previous school inspection	15 September 2007
School address	221 Franciscan Road Tooting London SW17 8QH
Telephone number	020 8672 3048
Fax number	020 8672 9452
Email address	admin@franciscan.wandsworth.sch.uk

Age group	4–11
Inspection date(s)	21–22 May 2012
Inspection number	376500



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk



Introduction

Inspection team

Helen Howard	Additional inspector
Avtar Sherri	Additional inspector
Adam Hewitt	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 27 lessons taught by 16 teachers. They met with pupils, listened to them read and met with members of the governing body and various members of staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation including its self-evaluation, monitoring procedures and data about pupils' progress. Inspectors also analysed the views of 110 parents and carers who responded to the questionnaires.

Information about the school

Franciscan Primary is much larger than the average-sized primary school. Most pupils are from minority ethnic backgrounds, with the majority being from Black Caribbean or African backgrounds. The proportion of pupils who speak English as an additional language is much higher than the national average and many of these are at the early stages of learning to speak English when they start school. The proportion of pupils who are known to be eligible for free school meals is well above that found nationally. The proportion of disabled pupils and those who have special educational needs is well above average, with an above average proportion supported by school action plus or with a statement of special educational needs. The majority of these have behavioural, emotional or social difficulties or moderate learning difficulties. The school manages a learning support unit, which provides support for a small number of pupils who have behavioural, emotional and social difficulties and learning difficulties. It also makes provision for pupils who have been excluded from other primary schools for more than five days. The school meets the current government floor standards, which set out the minimum expectations for attainment and progress.

Children in the Early Years Foundation Stage attend either full or part-time in the Nursery and full-time in one of two Reception classes. The Children's Centre, which shares the site is not included in this inspection. Breakfast and after-school clubs, managed by the governing body, run every day.

The school has a number of awards, including the UNICEF Rights Respecting accreditation.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Under the strong leadership of the headteacher, improvements have been made in a number of areas including pupils' achievement, the quality of teaching and attendance. The school is not outstanding because while teaching is mainly good or better, it is not of a consistently high quality to bring about outstanding achievement for all pupils. Higher-ability pupils are not always sufficiently challenged. In the Early Years Foundation Stage, progress is slower because teaching of early reading skills is not consistently good and assessment is not effectively used to inform planning for different groups of pupils.
- Pupils' achievement is good overall. The vast majority, including disabled pupils and those who have special education needs, make good progress in relation to their starting points. Overall, pupils reach above average levels in English and mathematics. Pupils whose ethnic heritage is other than White British or who speak English as an additional language make outstanding progress.
- Teachers use assessment processes well to plan a range of activities, which pupils complete with enthusiasm. They use marking effectively to give specific comments about how pupils can improve their work.
- Pupils feel very safe in school. They are friendly courteous, get on well together and have good attitudes to learning. Behaviour is good as a result of high expectations and a wide range of strategies to support those who have behavioural, emotional and social difficulties. Attendance is above average and improving.
- Leaders and managers, including the governing body, have made sustained improvements since the previous inspection to the school's overall effectiveness. Teaching has improved, as a result of effective performance management of staff and because leaders and managers provide good coaching support combined with effective professional development opportunities. .

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

What does the school need to do to improve further?

- By July 2013, ensure that all teaching is good and more teaching is outstanding by:
 - ensuring that the appropriate level of challenge for higher-ability pupils is offered in all lessons.

- By July 2013, accelerate progress in the Early Years Foundation Stage, especially in the nursery by:
 - ensuring that the teaching of early reading skills is consistently good
 - making more effective use of accurate assessment to consistently inform planning for different groups of pupils.

Main report

Achievement of pupils

Children start school with skills and abilities that are below the levels typical for their age. In the Early Years Foundation Stage, they make satisfactory progress overall. While they reach broadly average levels by the time they reach Year 1, some aspects of communication, language and literacy remain weaker, especially reading. Pupils in Years 1 to 6 make good and sometimes better progress so that by the time they leave school; they have above average attainment in both English and mathematics.

Attainment in reading at the end of Year 2 and Year 6 is above average. Pupils' evident love of reading is developed well because of good teaching of reading skills, which provides a platform for pupils to learn to read together with regular support from parents and carers. Children in the Early Years Foundation Stage, especially in the Nursery, occasionally make slower progress in matching letters to the sounds they make (phonics). Throughout Key Stage 2, the emphasis on reading continues. Pupils read well and are encouraged to link their own writing skills to texts they have read, consequently, pupils' attainment in writing is improving rapidly. For example, in a Year 4 lesson, pupils used their group analysis of 'I Was a Rat' to write individual descriptions and were confident in using a range of similes and adjectives as a result. Several pupils commented on how they had enjoyed the lesson.

Almost all parents and carers feel that their child is making good progress in school and the vast majority of pupils agree that they 'learn a lot'. As one parent said, 'My daughter has flourished at Franciscan in her education, confidence and emotionally.' In the majority of lessons, progress is good and in a minority, it is outstanding. Pupils are encouraged to use mathematical language throughout the school and they can apply their basic skills in a range of other relevant contexts, especially through project work.

All groups of pupils make good progress, including those pupils known to be eligible for free school meals, disabled pupils and those who have special educational needs. Pupils whose ethnic heritage is other than White British or who speak English as an

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

additional language make outstanding progress. This is because of the intensive support they receive in lessons and because the school provides excellent specialist support for additional teaching. Pupils who have behavioural and emotional difficulties make good progress because teachers plan well for them and because the learning support unit offers outstanding provision to support their learning.

Quality of teaching

Almost all of the parents and carers who responded to the questionnaire feel that their child is taught well and the vast majority of pupils agree. Strategies to improve the quality of teaching have been very effective. In particular, teachers appreciate the whole-school training and opportunities for collaborative working. As a result, they have high expectations and lessons enthuse and motivate pupils to work hard.

Good subject knowledge, effective modelling and good questioning skills are common features of lessons, enabling pupils to reflect on learning. Pupils are able to work well on their own and they are developing high levels of independent learning skills. The use of 'talking partners' and small group work is very successful in ensuring that all pupils contribute and share their ideas.

Information from on-going assessment is mostly used well by teachers to match activities to the needs of all pupils and to quickly identify areas of underperformance so that action can be taken to address it. In a minority of lessons, higher-ability pupils do not have sufficiently challenging work and, as a result, they do not always make as much progress as they should. In the Early Years Foundation Stage, while assessment is used to evaluate overall progress, it is not used consistently well to evaluate progress for groups of children, which results in missed opportunities to match activities more closely to their needs.

Pupils are set challenging targets and regularly assess their own and others' work.. They are skilled in making positive comments to improve work. Teachers' effective marking gives pupils specific comments about what they need to do next to improve their work. The most effective marking encourage pupils to respond to the teacher's comments and opportunities are given to practise the suggestions for improvement.

The wide range of activities planned for lessons promote pupils' spiritual, moral, social and cultural development effectively. There are many opportunities to reflect on others' faiths and cultures. Improvements in the curriculum have made it exciting and motivating for pupils by providing good opportunities for creativity. Teachers are acutely aware of the diversity within the school and, consequently, pupils whose circumstances may make them vulnerable are able to overcome barriers to learning. The needs of disabled pupils and those who have special educational needs are identified early and they are support well. Pupils enjoy a wide range of artistic and sporting opportunities and participate in the many clubs offered outside lessons.

Behaviour and safety of pupils

Pupils are typically polite and respectful and this leads to a calm and purposeful

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

learning environment. A few act as 'buddies' on the playground to support others. The excellent provision of play equipment offers pupils a wide range of activities and they play very well together. They are proud of the school council and feel that their views are listened to and acted on.

Pupils feel very safe and are aware of the different types of bullying. The school offers good opportunities to explore issues, including about cyber bullying. Incidents of bullying are rare but pupils are confident that, should they occur, staff would deal with them swiftly, and the vast majority of parents who responded to the questionnaire agreed. The majority of parents and carers feel that the standard of behaviour in school is good, as do pupils, although a minority thought it could be even better. While behaviour is good overall, it is not outstanding because whilst pupils respond very well to the school's systems, they are not consistently offered the opportunity to manage their own behaviour independently. Attendance is now above average and improving rapidly as a result of innovative actions taken by the school.

A few pupils have behavioural, emotional and social difficulties. The skill and consistency with which staff apply the behaviour policy, together with the support given by learning mentors and the learning support unit, ensure that these pupils make good progress in improving their behaviour.

In lessons, pupils' contributions to their learning are good. They take care with their work and present it well. Pupils notably help each other in lessons. For example, in a Year 6 mathematics lesson, solving word problems, one pupil went to great lengths to explain the meaning of 'delayed' to a pupil who spoke English as an additional language. She helped him to put the language into context so that he could complete the calculation. The school's focus on the 'Rights Respecting' agenda is embedded and it results in a high level of respect and acceptance of diversity.

Leadership and management

The headteacher is skilled and committed to driving the school forward. She is very well supported by leaders and managers at all levels and by the cohesive staff team. An ambitious vision is shared by everyone. There have been sustained improvements in progress, attendance and in the curriculum since the previous inspection, demonstrating strong capacity for further improvements. Governors give a good level of support and strategic leadership. They carefully monitor the impact of the school's work in improving achievement. Good arrangements for safeguarding ensure that pupils feel safe in school. For example, teachers make detailed risk assessments for lessons and activities.

Through effective performance management and consistent monitoring procedures, leaders and managers provide a wide range of support for staff, including coaching, and individual and whole-school training. As a result, although the school is still striving to make more teaching match the quality of the best, teaching has improved over time and is currently mainly good or better.

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

The curriculum offers a broad range of themed activities that are enjoyed by pupils. In one Reception class for example, a range of indoor and outdoor activities supported writing for a purpose, including working in pairs to describe textures and hunting for buried 'treasure'. This, together with a wide variety of trips and visits, leads to a high level of engagement in learning. There are many varied opportunities through the curriculum and in assemblies to promote pupils' spiritual, moral, social and cultural development. Consequently, the school provides memorable experiences for pupils that prepare them well for their next steps in learning.

The school ensures that all pupils have the same opportunities and there is no discrimination. Staff work closely with families and this, together with improved transition from the Children's Centre, enables the school to track progress so that all groups make at least good progress overall.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 May 2012

Dear Pupils

Inspection of Franciscan Primary School, London SW17 8QH

You may remember that three inspectors came to visit your school recently. Thank you for such a warm welcome. We could see how much you enjoy coming to school and how well you are doing. Franciscan Primary is a good school that is helping you to do well. We think that some of you, including children in the Nursery and some of you who are working at higher levels, could make even better progress.

You told us that you learn a lot in lessons and that teaching is good. We agree and we could see that you especially enjoy the project work lessons where you have lots of practical activities that link your learning together. We were very impressed with how well you work together in lessons and help each other.

You told us that behaviour is good in school. In most lessons, your good behaviour helps you learn well.

We have asked the school to do several things to make it even better.

- Offer more challenge in all lessons for some of you who are working at higher levels.
- Make sure that teachers in the Nursery and Reception all help you to make the best progress you can in learning to read.
- In the Nursery and Reception, ensure that all teachers know how well you are doing and use this to help you make even better progress.

You can help by continuing to do the best you can.

We wish you well for the future

Yours sincerely

Helen Howard
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**