

# St Francesca Cabrini Catholic Primary School

Forest Hill Road, Honor Oak, London SE23 3LE

**Inspection dates** 11–12 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Current standards at the end of Year 6 are average, which represents good progress.
- Children in the Nursery and Reception classes learn well and develop strong social skills.
- Reading is a strength of the school. Improvements in the teaching of reading mean pupils make good progress and they enjoy reading a range of texts.
- Pupils have good attitudes to learning and are polite and courteous to each other and adults. Their behaviour in lessons and around the school is good. They say they feel safe.
- The curriculum offers a good range of clubs and activities to enhance the experiences pupils have, including the opportunity for all older pupils to learn a musical instrument.
- The school's promotion of pupils' spiritual, moral, social and cultural development is strong.
- Teaching is good, with some that is outstanding. This is because the school has high expectations and teachers plan exciting lessons to engage pupils.
- Leaders and managers and governors have brought about improvements to the quality of teaching and pupils' achievement.
- The majority of parents are positive about the school and the progress their children make.
- Members of the governing body make sure they are well trained to provide good support to the school. They bring a wide range of experience to their role and know the school's strengths and areas for development.

### It is not yet an outstanding school because

- Pupils are not given the opportunity to respond to teachers' written comments in their books.
- Pupils do not always know what their targets are and therefore are not involved in identifying the next steps in their learning.

## Information about this inspection

- Inspectors visited 22 lessons, of which seven were conducted jointly with senior leaders. They listened to pupils reading and looked at pupils' work.
- A range of documentation was reviewed including the school's analysis of the progress pupils make, the school's monitoring of teaching, governing body minutes and logs relating to behaviour and absence.
- Discussions were held with senior and subject leaders, teachers, members of the governing body, a representative from the local authority and groups of pupils. The questionnaires completed by 27 members of staff were also taken into account.
- The views of parents and carers were sought at the beginning of the school day and the inspection team took account of 15 responses from Parent View, the Ofsted online survey.

## Inspection team

Mirella Lombardo, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

Elaine Hamilton

Additional Inspector

## Full report

### Information about this school

- The school is a larger than average-sized primary school, with a Nursery offering 52 part-time places.
- The school has specially resourced provision for pupils with communication and social and emotional needs, the Pupil Development Centre, run by the governing body. Up to six pupils from across the school attend the Centre once a week to support their social and communication skills.
- The vast majority of pupils come from minority ethnic heritages, with over a third of all pupils Black African and almost a fifth Caribbean. Over half the pupils speak English as an additional language.
- Almost half the pupils are known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed forces), which is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than that seen nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above that seen nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school clubs.
- The school has been through a period of staffing difficulties with the long-term absence of several teachers.

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

- Increase the proportion of outstanding teaching by:
  - giving pupils regular opportunities to respond to teachers' written comments in their books so that pupils are able to learn from their mistakes and improve their understanding
  - involving pupils in identifying what it is they need to do to reach the next level in their work so that they are able to discuss their targets confidently.

## Inspection judgements

### The achievement of pupils is good

- Children join the Nursery with skills well below what is expected for their age. Teachers place a high focus on developing key skills in literacy and numeracy in a stimulating environment and children are encouraged to develop as independent learners.
- Pupils make good progress in phonics (the sounds that letters make). This is because they are taught in groups with work matched to their ability and teaching is effective in enabling them to use their knowledge of phonics to read and write.
- By the time they reach Year 2, pupils are continuing to achieve well across all subjects. This is because teaching is good and teachers plan activities that develop pupils' skills well.
- Most pupils in Year 2 who did not reach the expected standard in the national phonics screening check when they were in Year 1 have now caught up with their peers. The school's tracking data indicate that more pupils are on course to reach the expected standard this year in the phonics screening check.
- Pupils currently in Year 6 are on track to reverse the decline in standards that occurred at the end of Key Stage 2 in 2012. The use of targeted group work in addition to the pupils' daily lessons has led to more pupils than seen nationally making good progress in Year 6.
- Pupils make good progress in reading across the school. This is because the teaching of reading is effective and training has developed teachers' knowledge. The school library and classes are well resourced, with a wide range of books, and pupils say they read to adults regularly.
- Pupils who speak English as an additional language achieve well, as the school has invested in additional adults to support their learning in lessons and teachers use visual resources to develop their understanding.
- The gap in attainment between pupils eligible for the pupil premium and other pupils is closing rapidly. They make good progress and reach standards similar to those of other pupils in the school in writing and mathematics and achieve better than other pupils in reading. This is an improvement from 2012, when they were two terms behind other pupils in the school in English and three terms behind in mathematics.
- The progress made by disabled pupils and those who have special educational needs is good. This is because they receive targeted support in class, often from an individual adult, and this enables them to catch up with their peers.
- The Pupil Development Centre on the school site provides pupils with a range of exciting learning opportunities focused on developing social and communication skills, which prepares them well for learning in their class.

### The quality of teaching is good

- Teaching engages pupils by making good use of visual resources and using real-life problems for them to practise their skills. For example, in a Year 4 class, the teacher used a mystery surrounding a birthday party to develop pupils' skills in adding large numbers and in a Year 5 class, the teacher used a film clip to develop pupils' vocabulary in describing emotions.
- Good links are made across the curriculum and this deepens pupils' learning. For example, pupils in Year 2, who had been learning about the Great Fire of London, were able to act out scenes from the story in a drama lesson.
- The teaching of phonics in the Early Years Foundation Stage is strong. In a Reception class, the children were challenged to sort out words with similar sounds and practise writing these words, as well as making up some of their own. In another Reception class, the use of an imaginary bucket provided an exciting stimulus for children as they worked in pairs to write down the items it might contain. By the end of the lesson, the children had applied their knowledge of phonics to correctly spell a range of complicated words.

- Teaching in the Pupil Development Centre is of a very high quality because of the varied and engaging strategies used by the teacher which enables pupils to learn very well.
- Most parents and carers who responded to Parent View said their children were taught well. Some parents commented that homework was not regularly given to children. The team looked into this and found that all pupils are given regular homework, the school provides a homework club at the end of the school day and parents are informed at the beginning of each term of the topics the children will be working on. However, leaders recognised that where teachers had been absent, homework may not have been consistently given to pupils in these classes.
- Improving the quality of marking has been a focus for the school and, as a result, teachers consistently provide pupils with written feedback on their work. However, pupils are not given the opportunity to respond to these and so do not regularly review their work and develop a better understanding of what they need to remember in future work.
- Teachers make good reference to what pupils should be able to achieve by the end of the lesson. However, targets in books are not always updated and pupils are not actively involved in knowing what they need to do to reach the next level in their learning.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school because they are clear about what is expected of them. They enjoy coming to school and this is reflected in the increase in attendance levels this academic year.
- They show respect to each other and adults. From Nursery to Year 6, pupils are encouraged to take on responsibilities; for example, children in the Nursery are given the role of 'helper' for the day and Year 6 pupils assist on the stairwell as pupils come in from the playground.
- Pupils say behaviour has improved because teachers now deal with incidents promptly and fairly. They say that incidents of bullying are very rare and school records show this is the case. Pupils commented to inspectors that 'we now usually sort problems out for ourselves'. The school actively encourages pupils to reflect on their behaviour and the impact it has on others, for example in the letters pupils write to their peers following an incident.
- Pupils say they feel very safe in the school and have a secure understanding of the different forms of bullying, especially of keeping safe on the internet.

### **The leadership and management are good**

- In spite of a period of staffing difficulties, senior leaders have focused their attention on recruitment and school priorities, including improving attendance, raising attainment in mathematics and improving the provision in the Early Years Foundation Stage.
- Senior leaders' evaluation of teaching is accurate. Teachers say that clear targets linked to mentoring support from senior leaders have enabled them to improve their practice. The management of teachers' performance is improving the quality of teaching in the school. Teachers are regularly set targets linked to pupil performance and pay rises are linked to this.
- Self-evaluation is accurate and the school regularly makes sure its policies meet its priorities; for example, the school has recently reviewed its mathematics calculation policy to increase the challenge provided to pupils in each year group.
- The pupil premium has been used well to provide additional adult support in the Early Years Foundation Stage and in Key Stages 1 and 2. It has also been used to provide specialist Spanish-speaking teachers to support eligible pupils who speak English as an additional language, individual tuition sessions and to enable pupils to take part in clubs and educational visits.
- Some parents expressed concerns regarding the change of teachers as a result of staff absence in particular year groups and felt that communication could be stronger. Senior leaders have acknowledged these concerns and have used additional adults in these classes to provide consistency for pupils during this period and have now secured new appointments for the next academic year.
- The curriculum provides pupils with a range of exciting opportunities, including specialist drama

sessions, learning Italian and work with a secondary school that specialises in providing for pupils who are gifted and talented. There are many trips, for example to the Royal Festival Hall and museums. Parents say that the school provides effective guidance to pupils transferring to secondary school.

- The school makes sure everyone has an equal chance of success through the range of additional support given to pupils to enable them to catch up, including specialist provision for disabled pupils and those who have special educational needs. Discrimination of any kind is not tolerated.
- The school's strong Catholic identity supports pupils' spiritual, moral, social and cultural development very well. There is a clear focus in the school on building relationships and seeking resolutions; for example, the theme of the assembly was on making the 'right' decision and provided pupils with moral guidance. Music plays an important part in school life and all pupils in Years 5 and 6 are given the opportunity to learn an instrument free of charge. Pupils have a good understanding of how people in other cultures live their lives and this is strongly supported by the school's strong links with religious institutions across the world.
- The local authority provides 'light-touch' support to this good school. It has been effective in working with the school to support its priorities. This has included personnel advice and support in the management of the provision for disabled pupils and those who have special educational needs.

■ **The governance of the school:**

- Governors have a good understanding of achievement and how well the school is doing compared to all schools nationally. The data provided on the Ofsted 'Dashboard' is used by governors to provide information on pupils' performance. They are aware that teaching is good and have high expectations for more teaching to be outstanding. They know what is being done to reward good teaching. They have been fully involved in supporting leaders with overcoming the staffing difficulties at the school. They know how the headteacher has tackled underperformance and how targets are set linked to pupil performance. They have undertaken a range of training, including analysis of performance data and safer recruitment processes. They bring a range of expertise to the governing body, which provides the school with good support and challenge. They are aware of how the pupil premium is being used and are developing their systems to make sure they better understand the difference this funding is making. All statutory arrangements with regard to safeguarding are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100851
<b>Local authority</b>	Southwark
<b>Inspection number</b>	412987
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Number of pupils on the school roll</b>	421
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Rosie Mohan
<b>Headteacher</b>	Mrs Jacintha M Martin
<b>Date of previous school inspection</b>	14 July 2009
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