

# Inspection of a good school: Saint Francis of Assisi Catholic Primary School

Treadgold Street, Notting Hill, London W11 4BJ

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Inspection dates:

3 and 4 July 2023

## Outcome

Saint Francis of Assisi Catholic Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils get off to an excellent start to their education. They are happy and kept safe. This is because there are always adults there to help them. Pupils are enthusiastic and work hard. They have high standards for their own and others' conduct and, consequently, behaviour is strong. Pupils are polite, helpful and kind.

Staff have high expectations. They are committed that all pupils, including those with special educational needs and/or disabilities (SEND), will experience success and be well prepared for the next stages of their education. This is realised. The curriculum is broad and ambitious. Pupils develop a deep knowledge and understanding, producing work of a high quality in different subjects.

Pupils are rightly proud of their school. They see themselves as global citizens, but also very much part of their local communities - the Grenfell community, the school, the parish and their family. They are articulate and respectful and speak with remarkable maturity about the importance of living within wider society. Pupils are keen to take on the wealth of responsibilities available to them, participating in, for example, the communication team, the chaplaincy team and the eco-team. Pupils' views and ideas are routinely sought as part of these roles. They know that leaders value their opinions and contributions and, as a result, they undertake these roles with commitment. Pupils also enjoy the broad range of activities and visits that enrich the curriculum.

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

A strong reading culture is evident across the school. For example, leaders have developed a relationship with a local charity, enabling every pupil to receive a gift of two books a year. This helps them to build their own 'home library' for the duration of their time at school. All staff are

well trained and, as a result, deliver the school's phonics programme with precision. Children begin learning letter sounds as soon as they start school. The books used to teach reading are carefully matched to the sounds pupils know. As a result, pupils learn in small steps and have the regular practise needed to ensure they become fluent readers as quickly as possible. Regular assessments identify those at risk of falling behind. They are well supported through carefully planned interventions to make sure they catch up.

Leaders have designed an ambitious curriculum that sets out the knowledge, skills and vocabulary pupils need to learn. Subject leaders are knowledgeable and are seen as experts within and beyond the school. Careful thought has been given to how knowledge is sequenced to help pupils build on previous learning. For example, in mathematics, children in Reception practise doubling numbers. This deepens early understanding of numbers to 10 and enables fast recall of number facts. As a result, they have a strong base to build on in Year 1.

Teachers are given the training and information they need to deliver the curriculum effectively. Pupils are given lots of opportunity to revisit their previous knowledge and to understand how this helps with their current learning. Teachers routinely check what pupils have learned and address any errors and misconceptions before moving on. They also help pupils to make connections that further deepen understanding. For example, in history, pupils learn about 'golden threads' that link events together. This allows pupils to compare how different civilisations lived, including the reasons they invaded other nations and went to war. Similarly, in geography, pupils apply their knowledge of biomes when learning about flora and fauna.

Pupils with SEND are well supported. Teachers and teaching assistants are knowledgeable about pupils' specific needs. Appropriate adaptations are made so that pupils, wherever possible, access the same ambitious curriculum.

Pupils' behaviour and attitude towards their learning are a strength. Lessons are not disrupted by off-task behaviour. Pupils are enthusiastic, and there is a calm, focused and respectful atmosphere in the school, including outside in the playground.

Leaders have prioritised pupils' personal development and promote it extensively. Leaders are committed to ensuring there are no barriers to pupils being fully prepared for their future lives in modern Britain. For example, pupils learn about the rule of law and democracy. They are supported to understand what these values are and what they represent. Pupils are also encouraged to become responsible citizens, considerate to the needs of others. For example, pupils vote to nominate a charity to raise money for throughout the year.

Staff, including those at the start of their careers, are overwhelmingly positive about the support that they receive to manage their workload and well-being. They appreciate the training they receive and opportunities to work with colleagues from different schools.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a high focus. It is central to the school's culture and ethos. The curriculum has been designed to help pupils stay safe. For example, pupils learn about the importance of consent at an age-appropriate level.

Staff and governors fully understand their responsibilities because they have been well trained. Robust procedures are in place to ensure that any concerns are identified quickly. Leaders seek appropriate support from a range of agencies and from services within the school to ensure that pupils and their families receive any help they may need.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

## 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.

## 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

<b>Unique reference number</b>	100494
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10268759
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Asgian
<b>Headteacher</b>	Kathleen Williams (executive headteacher)
<b>Website</b>	<a href="http://www.stfrancisofassisi.org.uk">http://www.stfrancisofassisi.org.uk</a>
<b>Date of previous inspection</b>	9 and 10 January 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a smaller than average primary school.
- School leaders run a breakfast and after-school club at the school.
- The executive headteacher leads four local schools.
- Leaders do not use any alternative provision.
- The school has a Christian ethos. Its last section 48 inspection took place in 2018.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, interim head of school, other senior leaders and members of staff.
- The lead inspector also spoke with a representative of the local authority and diocese, and met with two governors, including the chair of the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.
- The inspectors considered early mathematics in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussion, and the results of Ofsted's surveys were considered.

### **Inspection team**

Samantha Ingram, lead inspector

His Majesty's Inspector

Sacha Husnu-Beresford

His Majesty's Inspector

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