

INSPECTION REPORT

ST. FRANCESCA CABRINI PRIMARY SCHOOL

Honor Oak, London

LEA area: Southwark

Unique reference number: 100851

Headteacher: Jacintha M. Martin

Reporting inspector: Mr. M. Thompson
25372

Dates of inspection: 03/07/00 – 05/07/00

Inspection number: 190383

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Ms. R. Mohan

Date of previous inspection: November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Francesca Cabrini School was founded in Brockley in 1902 and opened on its present site in 1930. The school is voluntary aided and is in the trusteeship of the Missionary Sisters of the Sacred Heart. In 1993 it was given grant maintained status, but became LEA maintained again in September 1999. There are 407 pupils on roll plus 14 full time and 22 part time children in the nursery class. From reception to Year 6, there are two classes in each year group.

The school enjoys a high reputation among parents. Its pupils come from several parishes and are from a wide variety of backgrounds and cultural heritage. Fifteen per cent of pupils are from homes in which English is not the first language spoken and almost half of these are in the early stages of acquiring skills in English. This is more than in most schools. Just over 24 per cent of pupils are eligible for free school meals; this is broadly average. The school has identified 29 per cent of its pupils as having special educational needs. Although this percentage is above average, evidence from national test results shows that most of these pupils are likely to achieve nationally expected levels by the time they are 11 years old. Four pupils have statements of special educational need.

Data provided by the school shows that attainment on entry to the reception classes varies widely and in previous years has been slightly below average overall. However, children in the current reception classes achieved average standards when tested shortly after admission.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils are expected to work hard, behave well and be considerate towards others. All staff set a good example to pupils and give them good help and guidance. Pupils respond well to what is expected of them, they develop responsible attitudes to their work and make increasingly better progress year by year. This progress becomes even more rapid for seven to eleven year olds as pupils develop in maturity and respond to good quality teaching. The headteacher, staff and governors work well together to ensure that the school's aims are fully reflected in its work. Even though a significant proportion of pupils enter school with limited skills in English, most pupils achieve average standards in this by the age of 11, while in mathematics and science standards are well above average. The school provides good value for money.

What the school does well

- Attainment in mathematics and science is well above what is expected nationally at the end of Key Stage 2.
- The quality of teaching is good in the nursery and at Key Stage 2.
- Pupils have positive attitudes to school; they behave well, form good relationships and make very good progress in their personal development.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good.
- The headteacher, deputy, senior staff and governors provide very good leadership.
- The school's aims are very well reflected in its work.

What could be improved

- Standards in information technology.
- The amount of time available for teaching.
- Teachers' skills in managing the behaviour of pupils at Key Stage 1.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in November 1996. Standards are now better than they were in mathematics and science, and in pupils' personal development. Three of the four key issues, identified as a result of the previous inspection, regarding the completion of schemes of work, the teaching of music and the replacement of temporary classrooms have been successfully

addressed. Satisfactory progress has been made in tackling the fourth key issue concerning standards in information technology. Improvements include the installation of a new information technology suite and a much greater focus on the teaching of information technology skills. However, although standards are improving they do not yet meet national expectations. The school has a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	C	A
mathematics	B	C	A	A
science	B	B	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The information shows, for example, that while standards in English in 1999 were in line with the national average, they were well above average when compared with those of schools with a similar percentage of pupils eligible for free school meals. When results over the past three years are compared, performance is consistently at or above the national average and the rate of year on year improvement is broadly in line with the national trend. Data from the 2000 tests provided by the school shows further improvements in the percentage of pupils achieving Level 4 in mathematics and science and significant improvements in English. However, no national comparisons can yet be made. The schools' published targets for performance in English in 2000 and 2001 are appropriately challenging. Its targets for mathematics, initially agreed between the school and the local authority, have since been increased by the school and are now more realistic.

Inspection findings broadly reflect the 1999 national test results. Overall, the proportion of pupils likely to achieve or exceed the national target of Level 4 across the breadth of the curriculum is about average in English, but well above average in mathematics and science. Attainment in information technology is below national expectations because, in previous years, pupils have not experienced the full breadth of the National Curriculum in this subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Generally good, both in lessons and around the school. However, a very small number of pupils at Key Stage 1 sometimes behave badly.
Personal development and relationships	By the end of Key Stage 2 pupils show very good initiative and independence; relationships are good throughout the school.
Attendance	Attendance rates are very high, but a small number of pupils arrive late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching is good. Forty seven per cent of lessons observed were good or better, a further 47 per cent were satisfactory and six per cent were unsatisfactory. Teaching is best in the nursery and at Key Stage 2. Both sessions observed in the nursery were of good quality, while at Key Stage 2 two thirds of lessons were good or better and none of the 18 lessons observed were unsatisfactory. In the reception classes and at Key Stage 1, 75 per cent of the lessons were satisfactory and one of the 12 lessons was good. Two lessons were unsatisfactory.

Significant strengths of teaching are the quality of planning in the nursery and the very high expectations of teachers at Key Stage 2. In the nursery, the good management of the children, together with good assessment and high expectations of what can be achieved results in children working well independently. They grow in confidence as a result of their success in achieving the challenges set for them and make good progress. At Key Stage 2, teachers carefully assess their pupils' skills knowledge and understanding through skilful questioning and use this information to ensure that work is well matched to pupils' abilities. They use a good range of methods and sustain a good pace to lessons. As a result, pupils are interested in their work, concentrate hard in lessons and make good progress. In half of the lessons observed at Key Stage 1, there were weaknesses in the way teachers manage a small number of disruptive pupils. The good attitudes shown by most of the pupils overcome this in the majority of lessons, allowing them to make satisfactory progress. However, in two lessons the disruption was such that pupils made little progress.

Basic skills of literacy and numeracy are well taught in the nursery and at Key Stage 2 and satisfactorily taught in the reception classes and at Key Stage 1. Good quality support is provided for pupils identified as having special educational needs and those for whom English is an additional language. Work is carefully matched to the needs of these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for English, mathematics and science meets requirements, but not enough time is given to some of the other subjects to give an appropriate breadth of learning. Not all the requirements for information technology are taught.
Provision for pupils with special educational needs	Good. These pupils make good progress. Their individual education plans set clear targets for improvement and they receive good quality help both in the classrooms and when withdrawn from lessons.
Provision for pupils with English as an additional language	Pupils with English as an additional language are very well integrated into the school and are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. A strong Catholic ethos underpins all the school's work. Provision for pupils' spiritual and moral development is very good. Provision for social and cultural development is good.
How well the school cares for its pupils	Staff know the pupils well and take good care of them. Child protection procedures are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear direction for the school and is very ably supported by her deputy. Other senior staff provide good help and guidance for their colleagues.
How well the governors fulfil their responsibilities	The governing body is very well organised and plays an important part in monitoring and guiding the work of the school.
The school's evaluation of its performance	Staff are good at critically examining what they do and seeking ways to improve. Governors compare the school's performance against national data, and carefully consider the effects of spending decisions.
The strategic use of resources	The school uses its premises, staff and resources well. Funding is carefully spent.

There is a strong commitment to raising standards. Data from tests is carefully analysed to identify strengths and weaknesses in pupils' skills, knowledge and understanding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children are well taught. • Teachers are approachable. • Teachers have high expectations of their children. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Playground supervision and pupils' behaviour at play. • Consistency in the way in which homework is set. • The school's partnership with them. • The quality of information received from the school. • The range of activities available outside lessons.

Inspectors' judgements fully support parents' positive views.

With regard to the areas that some parents would like to see improved:

- Playgrounds are well supervised and pupils behave well. When minor incidents sometimes occur, this is often because some of the playgrounds are too small and pupils have difficulty in avoiding one another when playing games, particularly younger pupils and those who have not developed good control of their movements.
- There is some inconsistency between classes in the way in which homework is set, but the quantity of homework required is generally appropriate.
- The school works hard to develop a good partnership with parents and tries to keep them well informed.
- The range of activities available outside lessons is limited. There are after school clubs for football and netball, and a homework and sports club, run in collaboration with St. Francis Xavier College.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in mathematics and science is well above what is expected nationally at the end of Key Stage 2.

- 1 In the 1999 national tests at the end of Key Stage 2 pupils achieved standards that were above the national average in science and well above average in mathematics. Data from the most recent tests, provided by the school, shows that results in these subjects were slightly higher than in 1999, but no national comparisons are currently available.
- 2 Standards achieved in the tests were confirmed by inspection evidence, which shows that skills in mathematics and science are developed progressively as pupils move through the school. Teachers make good use of previous learning as a firm basis for the teaching of new skills. Good opportunities are provided for pupils to use their skills, particularly those of numeracy, in other areas of the curriculum.
- 3 Mental arithmetic sessions at the start of mathematics lessons are used well to reinforce what pupils have previously learned. During these sessions, pupils are encouraged to use their emerging knowledge of the patterns created by numbers. Pupils' knowledge of patterns is developed from an early age and provides a firm basis for work at Key Stage 2. For example, in a Year 1 lesson, pupils successfully counted on in fives up to 50 and were equally good at counting back. As pupils progress through the school they make good use of their developing skills. In a Year 4 lesson, pupils' secure knowledge of multiplication tables was put to good use as most quickly solved problems such as $4 \times 5 \times 2$. Individuals questioned by the teacher confidently explained various ways in which the answer to $36 \div 4$ could be calculated, such as $(10 \times 4) - 4$. A particular feature of work in mathematics is the good use of language specific to the subject; pupils in the same Year 4 lesson confidently used terms such as 'quotients' and 'partitioning' when explaining their answers. In most lessons, particularly at Key Stage 2, the work produced by most pupils was at a higher level than that expected of pupils of similar ages.
- 4 The important skill of estimation, which underpins work in mathematics, is carefully developed so that by the time pupils are in Year 6 they generally have a good idea of the likely range of numbers within which the answer to a calculation might be found. Work is well integrated, so that skills in mathematics support learning in other subjects. For instance, Year 6 pupils used their measuring and recording skills to good effect when investigating the way in which the height of a light source affects the length of a shadow.
- 5 Year 6 pupils achieve very good standards and show good knowledge and understanding across the breadth of the curriculum. For example, they successfully multiply two and three digit figures by two digits. They understand the relationship between fractions, decimals and percentages, accurately interpret information from a range of graphs, are able to create sophisticated shapes which have rotational symmetry and show a good understanding of the principles of probability.
- 6 Skills of scientific enquiry are well developed throughout the school. By the time pupils reach Year 6 they have a secure understanding of the principles of fair testing, are able to make reasonable hypotheses and draw sensible conclusions from their experiments. Teachers carefully emphasise correct scientific vocabulary. As a result, pupils confidently use scientific terms when explaining their answers. An illustration of this occurred in a Year 5 lesson in which pupils readily used the term 'chemical change' when describing the irreversible changes that occurred when a match was lit or when water was added to plaster. By the time pupils are in Year 6 they are knowledgeable and experienced across the breadth of the curriculum, they achieve very good standards in a range of topics from electrical circuits and the practical applications of conductors and insulators, to the study of food chains.

The quality of teaching is good in the nursery and at Key Stage 2.

- 7 Both sessions observed in the nursery were of good quality. No unsatisfactory teaching was observed at Key Stage 2, and two thirds of lessons were good or better.
- 8 Work in the nursery is very well planned and children are provided with a good range of interesting activities. These are well prepared and are set out in designated areas such as the 'construction area', the 'drawing and writing table' and the 'home corner'. Routines are very well established and instructions are clearly given, so children move confidently between activities knowing exactly what is expected of them. The teacher and nursery nurse work well together as a team. Their skill in developing children's understanding by talking to them about what they are doing, together with their well timed help, ensures that children make good progress and that lessons have a good pace. Children's capabilities are carefully assessed and this information is well used when decisions are made about the different levels of support needed for individuals. Good techniques are used to help children to master difficult skills and praise effectively celebrates success. For example, very precise guidance was given to a child attempting to form the letter S in the middle of her name. The teacher knew that this letter was going to present a challenge because of her previous assessments of the child's writing. Very good use of dots made on the paper to mark the middle point of the letter together with good reference to a 'name card' to copy from, helped the child to form the letter successfully for the first time. The teacher's immediate acknowledgement of this achievement resulted in the child becoming even more enthusiastic to learn.
- 9 A significant feature of teaching at Key Stage 2 is the teachers' high expectations of what pupils can achieve. This is particularly the case in Years 5 and 6. In response, pupils concentrate well and work hard to try to meet these expectations. Lessons are well planned to provide a good balance between direct teaching, activities by the pupils and time to review what has been learned. Teachers are skilled in questioning their pupils to assess what they know and the level of their understanding. Good subject knowledge, combined with good assessment, enables teachers to rephrase questions or to approach the way in which a particular skill is taught, from a different perspective, in response to the needs of individual pupils. For example, in a Year 6 science lesson about light, the teacher successfully led the pupils through an activity in which they had to investigate what happens to reflected light when the angle of reflection is changed. The teacher knew her pupils well and was able to pitch the level of her questions according to the needs of individuals. She constantly monitored how pupils were progressing, and gave help to the slower learners when they needed it as well as making challenging remarks to stretch the higher achievers.
- 10 In almost all lessons at Key Stage 2, pupils are well managed. The good working atmosphere created through high expectations of pupils' behaviour, mutual respect between teachers and pupils and clearly established classroom routines enables all pupils to concentrate on their work and to make good progress.
- 11 One third of lessons observed at this key stage were very good or better. The foundation for lessons of this quality is very good planning by the teacher. This provides a very clear framework for what is to be taught and, when combined with the teacher's very secure knowledge of the subject, results in a crisp pace to learning. Teaching of this quality was observed in a Year 4 mathematics lesson in which pupils were challenged to solve problems involving money calculations. The teacher was both knowledgeable and enthusiastic and sustained a brisk pace throughout the lesson. Tasks were clearly explained and then pupils' understanding of them was carefully checked before they were set to work. The teacher ensured that all pupils took part in the lesson through carefully targeted questions. A particularly good feature of the lesson was the very effective use of guidelines for pupils to follow when attempting to solve problems. These were displayed on the board and helped pupils to focus on the important facts hidden within a question, so that the correct calculation could be set out.

Pupils have positive attitudes to school; they behave well, form good relationships and make very good progress in their personal development.

- 12 The good attitudes to learning, good behaviour and good relationships of a very large majority of pupils contribute to an orderly and welcoming learning environment. Pupils enjoy coming to school and being at school.
- 13 Many teachers are skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well timed help and, as a result, pupils listen carefully, set about their work quickly and sustain very good levels of concentration. Towards the end of Key Stage 2 in particular, teachers' high expectations of their pupils are reflected in the good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.
- 14 Pupils' behaviour is generally good. It is very good in the nursery and in Years 5 and 6. Almost all pupils move about the school sensibly and show consideration towards others. When entering and leaving the school hall at the beginning and end of assemblies, pupils are quiet. They work well together, even when not directly under adult supervision. The concerns raised by some parents about the behaviour of pupils at play during lunchtime were not borne out by inspection evidence. For example, in one of the playgrounds, older boys and girls were observed playing football together. During this game the pupils showed an awareness of those who were not part of the game and consideration for them. There was no evidence of bullying or of boisterous behaviour. During the course of the previous school year, one pupil was excluded for a short period.
- 15 Relationships in the school are good. Pupils relate well to one another and to all adults in the school. They are friendly, polite and well mannered, many pupils enthusiastically initiated conversations with members of the inspection team. The fruits of these positive relationships are seen in lessons, where pupils cooperate well in paired and group work, share tasks equally, and organise their work without fuss.
- 16 Pupils' personal development is very good. They are given responsibilities within their classrooms and around school and carry out their tasks reliably and conscientiously. For example, pupils in Year 6 produce written applications for various advertised 'jobs' such as helping to look after younger pupils in the playground. Discussions with these Year 6 pupils showed that they take their responsibilities seriously and enjoy helping others. Skills of independent learning are developed from a very early age. For instance, children in the nursery confidently choose from the range of activities provided and quickly settle to work once they have made their choice. These skills are effectively built on at both key stages, through activities such as investigative and experimental work in mathematics and science, in which pupils learn to plan and organise their own work.

The school's provision for pupils' spiritual, moral, social and cultural development is very good.

- 17 The school has maintained the high standards of provision for pupils' spiritual, moral, social and cultural education detailed in its previous inspection report.
- 18 The spiritual aspect of education features very strongly in the school's work. Teaching and non teaching staff and governors spend a training day at the beginning of each academic year carefully considering the school's mission statement and looking at ways in which it can be translated into practice in the day to day life of the school. As a result, pupils' spiritual development is very well catered for through well planned daily acts of collective worship and through opportunities provided in lessons for pupils to reflect on their achievements and the on progress that they have made. Pupils' work is valued and celebrated through good quality displays in many classrooms. Opportunities for moments of awe and wonder through discovery are frequently provided in activities such as science investigations and, when unplanned opportunities arise, teachers respond well. For example, during a reception class mathematics lesson about symmetry, which included pupils producing pictures of butterflies, a butterfly

emerged from its pupa in the class 'hatchery'. The teacher used this opportunity well to further develop the sense of wonder felt by the pupils.

- 19 The school provides pupils with a very clear moral code as a basis for behaviour and this is carefully promoted throughout the life of the school. Pupils are very well aware of what is expected of them and know the rules so well that there is no need to have them on display. Adults in school provide very good role models of behaviour through their courtesy and respect for pupils and in their interest in what pupils are doing or in what they have to say. A good reward system helps teachers to celebrate individuals good behaviour and provides encouragement for others in the class.
- 20 The school successfully develops pupils' social skills. Older pupils are given responsible jobs to do, such as preparing the hall for assemblies, setting tables at lunchtime or showing visitors around the school. The house system provides pupils with an additional sense of identity within the school and helps them to develop skills of citizenship during discussions in the fortnightly house meetings. Older pupils are appointed to be house captains and vice captains. The way in which alternate year groups, such as Years 3 and 5, are paired within the school and at play helps pupils to develop friendships outside their peer groups. Issues of social responsibility are well promoted through activities such as the pupils' support for causes, for example the St. Christopher's Hospice, Save the Children and Children in Need. During the past year pupils have raised £2,000 for charity.
- 21 Pupils' cultural awareness is promoted through work in art, drama, music, geography, history and religious education. However, since not enough time is allocated for foundation subjects, this aspect of the school's work is not as well developed as its provision for spiritual and moral education. For example, appreciation of famous artists is a notable feature of art in the school, with many examples of pupils' work in the style of artists such as Henri Matisse or Claude Monet. Nevertheless, much of the work displayed is of western origin, with only pictures based on well known compositions by Katsushika Hokusai representing non western traditions. Pupils further develop an appreciation of British cultural heritage through visits to places such as the Ragged School Museum. This visit, by pupils in Year 2, was linked to their work in history about life in Victorian times. The very good teaching of drama, observed in a Year 6 lesson using the text of 'A Midsummer Night's Dream' adds to pupils' appreciation of the cultural heritage of this country. The school's strong Italian links, through its founder, are underpinned by Italian lessons given to pupils at Key Stage 2 by a teacher funded by the Italian embassy. Pupils' understanding of non western cultures is enhanced through their involvement in activities such as an Ethiopian project linked to the overseas work undertaken by the Missionary Sisters of the Sacred Heart, who are trustees of the school. The wide range of cultural backgrounds of pupils is celebrated at an international evening held in the spring term.

The headteacher, deputy, senior staff and governors provide very good leadership.

- 22 The school is very well led and managed by the headteacher, who is very ably supported by her deputy, senior staff and governors.
- 23 The quality of teaching and learning is carefully monitored. The headteacher and deputy regularly observe numeracy and literacy lessons given by each teacher. Written observations and verbal feedback are given and areas for development are agreed. These then form the basis of the next monitoring visit. Senior staff monitor their subjects through sampling pupils' work, scrutinising teachers' planning and informally discussing coverage of the curriculum with colleagues.
- 24 In recent years, a very strong focus has been placed on raising standards of literacy and numeracy, reflecting national initiatives in these areas. The success of the school's efforts is seen in the high standards achieved in the national tests for mathematics and the good year on year improvements in English results. These have risen from below the national average in 1996 to their present level, which is at the national average, even though a significant number of pupils start school with limited understanding of the language. This clear commitment to improve is evident in the way in which additional, specific support for pupils is carefully targeted

and the way in which pupils' performance in national tests is carefully analysed and changes made to the way in which subjects are taught.

- 25 The headteacher knows her staff and pupils well and has a clear view of the future direction of the school. The way in which improvements are to be achieved is clearly set out in the school development plan. This itemises a comprehensive programme of development until the year 2002. Priorities are clearly identified and agreed by all staff and governors. The plan is well set out and costed in terms of money and time. The long term development of the school, and its capacity for future improvement, has been further strengthened by very good appointments of coordinators to manage some of the key areas of the curriculum.
- 26 The governing body is well organised. Its various committees enable it to provide effective support for the school. These committees meet regularly and have clear terms of reference to guide their work. Governors are strongly committed to the school; many visit regularly and have a good understanding of its strengths and weaknesses. The quality of the governors' involvement in the life of the school is exemplified by their participation in the annual 'Mission Development Day' when they work with staff to ensure that the school's mission statement is enacted in its work.
- 27 All statutory requirements are fully met, with the exception of provision for information technology. This was identified as an area for development in the previous inspection report. The school has implemented a number of improvements since then and further initiatives are clearly set out in the school development plan.

The school's aims are very well reflected in its work.

- 28 The school's very clear commitment to provide a caring and spiritually enriching Catholic environment is evident in the involvement of staff and governors in annually reviewing their implementation of the school's 'Mission Statement'. This commitment is seen in practice in the very good provision for pupils' spiritual, moral, social and cultural development, in the very good role models provided by staff and in the good quality of relationships within the school. Its commitment to developing pupils' academic potential is shown in the thoroughness of teachers' planning and in the careful way in which work is matched to the different abilities of pupils within each class, providing achievable challenges for all. Its commitment to developing positive working relationships with parents is very well demonstrated in the accessibility of teachers, the home/school contact books for those parents who do not have daily access to the school, and the regular opportunities for parents to meet with teachers. The termly 'Cabrini News' provides good information about what is happening at school and is supplemented by regular newsletters. The school's partnership is further strengthened through its willingness to listen to parents' views, for example through its consultations with parents about a home/school contract.

WHAT COULD BE IMPROVED

Standards in information technology.

- 29 Although the improvements made since the previous inspection, including a significant increase in the number and quality of computers, have raised standards, attainment is currently below average throughout the school. This is because, in previous years, pupils have not systematically developed their skills, knowledge and understanding in all aspects of the subject and at present are working at levels below those normally expected for pupils of similar ages. To some extent this is also because national expectations of what pupils should achieve in the subject have increased considerably in the last four years and the school has not kept pace with these developments.
- 30 The scheme of work ensures coverage of the breadth of the curriculum, but has not yet been fully implemented. Some use is made of word processing and most pupils have adequate opportunities in this element of the subject, although skills are still underdeveloped for older pupils. For example, a number of pupils in Year 6 are not sure how to centre text, and are not skilled enough in combining text and images or in using devices such as borders to improve the

presentation of their work. The internet and wider use of the world wide web is not yet a feature of the school's work and its computers in the computer suite have not yet been linked together as a network. This latter shortcoming presents some difficulties to pupils and teachers when the suite is being used. For example, pupils have to save their work on a floppy disc and then take it back to their classrooms in order to be able to print it out. The way in which pupils' skills are to develop year by year is not yet clearly mapped out and because of this techniques are not systematically improved. For instance, younger pupils use a graphics program to produce interesting artwork, but the skills learned are not developed further up the school so that pupils can experiment with additional techniques. A start is being made at using databases and spreadsheets, but the skills involved are often being addressed one, two or even three years after they should be.

- 31 Although a nationally recommended scheme of work has been adopted, it has not yet been adapted for use throughout the school. As it stands it cannot be used, as many year groups have not done the necessary preparatory work to enable them to address the suggested topics. Although the number of computers in the school is adequate to teach the subject, other areas of information technology are not well resourced. For example, the school has little equipment to enable pupils to use a computer to control or monitor external events and neither are there digital cameras or scanners for the pupils to use. There is also a shortage of appropriate software for a number of subjects. At present teachers are not fully integrating information technology into their planning in other areas of the curriculum and therefore pupils are not given enough opportunities to use computers in their classrooms.

The amount of time available for teaching.

- 32 The amount of time available for lessons is below the nationally recommended average at Key Stage 2 by almost one and a half hours per week. National comparative data for the length of the taught week places the school in the lowest two or three per cent of schools at this key stage. Time allocated to the core subjects of English and mathematics is about average, but the proportion of time allocated to science is about twice the national average. As a result, the time available for teaching the foundation subjects of art, design and technology, geography, history, music and physical education is limited. The commitment to Italian lessons for pupils at Key Stage 2, an important and distinctive feature of this school, further reduces the time available.
- 33 At Key Stage 1, the amount of teaching time available is far less and is well below the nationally recommended average. When compared with all schools nationally, time allocations at this key stage are below the bottom of the scale. Within the time available, allocations for the core subjects of English, mathematics and science are about average. This means that too little time is available for teaching the foundation subjects in enough depth.
- 34 Evidence from a scrutiny of pupils' work completed during the course of the year together with an analysis of timetables supports the judgement that not enough time is available. Coverage of some of the foundation subjects, such as art and design and technology in Years 5 and 6, is limited.
- 35 Part of the reason for the shortage of curriculum time lies in the slippage of time that occurs at the start of the school day and at the end of breaks. To some extent this is caused by the nature of the school site, since almost all pupils have to enter through one doorway, some have to climb two storeys to reach their classrooms and some of the playgrounds are a short distance away from the building. Pupils line up punctually but, for safety reasons, only one class at a time can enter the building.

Teachers' skills in managing the behaviour of pupils at Key Stage 1.

- 36 In half of the lessons observed at Key Stage 1 teachers' strategies for managing the behaviour of a very small minority of potentially disruptive pupils had some shortcomings. However, in almost all of these lessons, pupils' good attitudes to learning ensured that the behaviour of just one or two of these pupils did not affect their concentration or their work rate.

- 37 Only two lessons observed were judged to be unsatisfactory, and in both cases the single most important factor in the judgement was the teacher's weakness in controlling the class. This resulted in a significant number of pupils not paying proper attention to what was being taught and disrupting the efforts of others. In one of these lessons the introduction was far too long and therefore pupils seated on the carpet became fidgety and bored. The teacher's inconsistent use of strategies to maintain control made the situation more difficult. For example, pupils were generally reprimanded when they called out instead of raising their hands and waiting to be asked for an answer, but sometimes the teacher accepted answers called out by some of the pupils. In this lesson, more of the introduction was spent in attempting to correct pupils' behaviour than in teaching. Once the pupils were given the opportunity to settle to work at their desks, behaviour improved significantly, but by then most pupils were unclear about precisely what they had to do and needed frequent reminders to keep them fully involved. In the other lesson, the teacher did not wait for pupils to settle before beginning to give directions or explanations to the class. The unsatisfactory behaviour of pupils who were talking or not paying attention while she was speaking was generally ignored. The result of this was an increase in noise levels and even more pupils becoming inattentive. The consequences of these weaknesses in controlling the classes were that pupils learned very little and their lesson time was wasted.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- 1 Raise standards in information technology¹ by:
 - ensuring that there enough resources to allow all aspects of the subject to be covered;
 - adapting the scheme of work to ensure that pupils' skills in all aspects of the subject are developed systematically, year by year;
 - increasing the use of information technology so that it supports work in other subjects, and ensuring that pupils have more opportunities to use it.
- 2 Conduct a thorough review of the length of the school day and the time allocated to foundation subjects².
- 3 Improve the classroom management skills of Key Stage 1 teachers.

¹ The school's development plan for information technology already identifies a programme of improvement. It will only need to be slightly adjusted to incorporate these recommendations.

² A review of foundation subjects is included in the current school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	28	47	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	407
Number of full-time pupils eligible for free school meals	4	97

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	15	123

English as an additional language	No of pupils
Number of pupils with English as an additional language	64

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	2.0
National comparative data	5.7

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	38	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	30	29	29
	Total	48	47	48
Percentage of pupils at NC level 2 or above	School	79 (80)	77 (88)	79 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	29	30	31
	Total	47	49	50
Percentage of pupils at NC level 2 or above	School	77 (80)	80 (85)	82 (85)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	26	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	24
	Girls	21	24	23
	Total	39	46	47
Percentage of pupils at NC level 4 or above	School	74 (71)	87 (56)	89 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	22	24
	Girls	22	24	24
	Total	39	46	48
Percentage of pupils at NC level 4 or above	School	74 (72)	87 (75)	91 (85)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	55
Black – African heritage	96
Black – other	9
Indian	5
Pakistani	2
Bangladeshi	0
Chinese	2
White	145
Any other minority ethnic group	28

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.8
Number of pupils per qualified teacher	401
Average class size	22.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	1,073,159
Total expenditure	1,101,561
Expenditure per pupil	2,550
Balance brought forward from previous year	114,064
Balance carried forward to next year	85,662

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	437
Number of questionnaires returned	76

Percentage of responses in each category (rounded to the nearest whole number)

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	1	0	1
My child is making good progress in school.	51	38	9	0	1
Behaviour in the school is good.	40	44	13	0	3
My child gets the right amount of work to do at home.	34	47	17	1	0
The teaching is good.	53	38	8	0	1
I am kept well informed about how my child is getting on.	46	37	16	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	24	5	3	1
The school expects my child to work hard and achieve his or her best.	63	32	4	1	0
The school works closely with parents.	46	37	16	1	0
The school is well led and managed.	62	25	7	4	3
The school is helping my child become mature and responsible.	48	42	7	1	1
The school provides an interesting range of activities outside lessons.	28	32	24	7	11

Seventeen per cent of parents and carers returned their questionnaires.
Forty four parents attended the pre-inspection meeting with the registered inspector.

Other issues raised by parents

Standards of reading
Staff turnover
Inconsistency with regard to the setting of homework
Playground supervision and pupils' behaviour at play