

# St Francesca Cabrini Primary School

Inspection report

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<b>Unique Reference Number</b>	100851
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	276404
<b>Inspection dates</b>	20–21 June 2006
<b>Reporting inspector</b>	Lyn Riley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Rosie Mohan Mrs Jacintha Martin
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Forest Hill Road Honor Oak London SE23 3LE
<b>Telephone number</b>	02086998862
<b>Fax number</b>	02086997870

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St. Francesca Cabrini is a larger than average Roman Catholic primary school serving an area of social and economic deprivation in South London. A very high percentage of pupils are from minority ethnic backgrounds. Over sixty percent of pupils are of Black African or Black Caribbean heritage and the next largest group in the school are White British pupils. The proportion of pupils who speak English as an additional language is well above the national average, but many speak English as a first language. The school is a stable community and many pupils travel from outside the immediate local area to attend the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- \* Improve the quality of teaching and learning across the school to ensure all pupils make consistently good progress.
- \* Clarify and strengthen the whole-school leadership roles of the senior management team.
- \* Improve assessment, tracking, target setting and monitoring systems and procedures.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

#### Teaching and learning

**Grade:**

Teaching and learning is satisfactory overall. However, this is inconsistent across the school and the quality ranges from outstanding to inadequate. Strong teaching in Year 5 and Year 6 enables pupils to catch up lost ground, make good progress, and attain average standards by the time they leave the school.

In the best lessons, teachers and support staff plan and work well together, lessons are well-paced, pupils understand the lesson objectives and have a clear idea of what to do to improve their work. In these lessons, pupils and teachers refer to individual learning targets and pupils have opportunities to assess their own work.

In weaker lessons, work does not match pupils' abilities well and their progress is restricted. Teachers do not provide enough work that sufficiently challenges and stretches higher attaining pupils and do not often refer to individual learning targets. In these lessons the pace is often too slow and lesson objectives are unclear.

Assessment information is not used consistently, to inform teachers' planning for individuals and groups. Teachers' marking and feedback to pupils is also inconsistent and, whilst it is good in some classes, it does not always provide pupils with guidance on how to improve their work.

Pupils learning English as an additional language and pupils with learning difficulties receive good support and make good progress.

### Curriculum and other activities

**Grade:**

The school places a strong emphasis on literacy, numeracy and science. Other subjects are taught in short blocks or within topics. This approach to curriculum planning leads to a lack of continuity, from year to year, in subjects such as design and technology.

Improvements have been made since the last inspection to the amount and quality of resources for information and communication information (ICT). Whilst ICT lessons have improved, the

use of computers and interactive whiteboards to support learning in other subjects is underdeveloped.

Recently introduced personal social and health education (PSHE) lessons effectively enable pupils to learn how to stay safe and healthy and support pupils' social and moral development very well. Pupils with statements of additional needs have good individual education plans with personalised timetables.

The school provides popular sports and homework clubs which are valued by pupils and parents, and there is a waiting list for places. The teaching of Italian and specialist music tuition, effectively help to enrich the curriculum and add interest for pupils.

## **Care, guidance and support**

### **Grade:**

Pupils are very well cared for by the school and this makes a strong contribution to the development of their self-esteem and self-confidence. They settle well in the Foundation Stage and throughout the school feel safe and free from bullying. Vulnerable pupils are effectively identified and receive good support.

Arrangements for child protection, health and safety and risk assessments are secure. All adults, who work in the school, have undergone appropriate police checks. First aid provision, arrangements for administering medicines and procedures for recording accidents are all good.

Pupils have a range of learning targets for English and mathematics but not all pupils are aware of their targets and this reduces their value in helping them to improve their work. Targets are discussed with parents but some parents would like to receive more regular information about their own child's targets and progress.

Systems and procedures for assessing and tracking pupil progress are underdeveloped in the Foundation Stage. These are beginning to improve in Key Stage 1 and are more secure in Key Stage 2, although there are still inconsistencies in the use of assessment and tracking across the school. Year 6 pupils receive good support when making the transition to secondary school.

## **Leadership and management**

### **Grade:**

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## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Thank you for welcoming us to your school. It was a pleasure to meet you and to talk with you in your lessons and around the school. I would like to especially thank the Year 6 House Captains for their valuable contribution to the inspection process.

The inspection team considers that your school cares for you very well and helps you to develop outstanding social skills. We were very impressed by your excellent behaviour and by your thoughtfulness and politeness towards visitors and each other. The school's strong Catholic values help you to develop into thoughtful, sensitive and spiritually aware young people. The inspection team judges that your school provides a satisfactory standard of education for you and enables you to make satisfactory progress across the school. Standards achieved at the end of Year 2 and Year 6 have been below average in the past two years but have improved this year and are now in line with what is expected of children of that age.

We have asked your school to do the following things in order to become even better:- \* Improve lessons to make sure you all make good progress\* Make sure all school leaders have a clear understanding of how to make the school even better\* Make sure that you know and understand your learning targets and that teachers' marking always tells you how to improve your workThe team and I enjoyed meeting you and we wish you very well in the future.

Yours sincerely,

Mrs. E. A. Riley

Lead Inspector