

# St Francesca Cabrini Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100851
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	323363
<b>Inspection dates</b>	14–15 July 2009
<b>Reporting inspector</b>	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Rosie Mohan
<b>Headteacher</b>	Mrs Jacintha Martin
<b>Date of previous school inspection</b>	20 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Forest Hill Road Honor Oak London SE23 3LE
<b>Telephone number</b>	020 8699 8862

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<b>Age group</b>	3–11
<b>Inspection dates</b>	14–15 July 2009
<b>Inspection number</b>	323363

**Fax number**

020 8699 7870

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average Catholic primary school. Pupils come from a wide variety of different backgrounds, the largest groups being Black African, Black Caribbean and White British. The proportion of pupils with learning difficulties and/or disabilities is below average. The majority of these pupils find basic literacy and numeracy difficult or have speech and communication difficulties. The proportion of pupils learning English as an additional language is much higher than average and the majority of them are at an early stage of learning English.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Francesca Cabrini Primary is a good school, which serves its community well and is highly valued by pupils and parents. It has a caring atmosphere within which pupils develop into confident and responsible individuals. Pupils enjoy school very much. They feel safe and secure, and respond with good behaviour and positive attitudes to learning. Pupils are friendly and polite and are extremely enthusiastic to take on responsibility. A Catholic ethos permeates the school. Regular fundraising, involvement in charity projects and very close links with St Thomas the Apostle parish church help pupils to think carefully about those less fortunate than themselves and they make an outstanding contribution to the local community. This supports their excellent spiritual development. Parents praise the school. One typically wrote, 'My child loves school and the special people she has met.'

Children enter the Early Years Foundation Stage with a range of skills and capabilities that are generally below those expected, particularly in communication, language and literacy. They make satisfactory progress and enter Year 1 with levels below those expected for five-year-olds. The school has successfully increased rates of progress through the school so that achievement is good in Years 1 to 6 and standards are average.

Relationships between adults and pupils are warm and friendly. Good-quality teaching enables pupils to make good progress in their learning. Pupils' progress is carefully tracked and information from assessments is used particularly well to match work to their needs. Lessons are well planned to ensure that activities are suited to pupils' different levels of ability in each class. Pupils who find basic literacy and numeracy difficult, and those with speech and communication difficulties, make good progress because teachers plan appropriately challenging tasks for them. The curriculum contributes well to pupils' enjoyment of school and their positive personal development. Through opportunities to learn Italian, well-established links with schools in Spain and Africa, and an annual visit to the school by pupils from Japan, they develop a very good understanding of other cultures. There are many popular extra-curricular clubs, including Spanish, drama, football and netball. As one parent commented, 'All the extra-curricular activities bring an additional vibrancy to the daily life of the school.'

Leadership and management are good. There is a shared vision for the school and a determination from staff to raise pupils' expectations and aspirations. A parent wrote, 'The school has the interests of the children at heart.' The school works well in partnership with parents and a wide range of organisations to promote pupils' well-being. Self-evaluation is used well to identify areas for development and to promote improvement. Actions taken by the headteacher and deputy, including broadening and enriching the curriculum, improving the quality of teaching and learning, and developing the use made of tracking data and assessment information, have successfully strengthened the school's provision. Consequently, the capacity to make further improvements is good. Nevertheless, phase and subject leaders are not playing a full role in monitoring and evaluating the school's provision in order to bring about further improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children's welfare is good. As a result, they feel secure and are confident learners who enjoy their early experiences of school life. Established routines help children to settle well when

they start. Children's personal, social and emotional development is good. They behave well and establish warm and positive relationships with adults and other children. Children take turns and share resources well. One parent of a child in Reception typically commented, 'My child loves school and wants to go to school every day. She is keen and enthusiastic.' There is an appropriate balance between adult-led tasks and those that children can choose for themselves. In relation to their generally low starting points, children make satisfactory progress, including those who are learning English as an additional language. Records of continuous observation are kept, but procedures are inconsistent between classes and assessment systems are not rigorous enough to ensure that children's progress is tracked thoroughly to improve progress further. The school is aware that, during inclement weather, the range of outdoor activities is restricted because there is very limited outside cover. This limits opportunities for all children to be appropriately challenged or to make as swift gains as they could in their learning.

### **What the school should do to improve further**

- Enhance the quality of leadership, assessment, learning and development in the Early Years Foundation Stage, including the use of the outdoor spaces, so that all the children achieve as well as they should.
- Extend the roles of phase and subject leaders to focus on the monitoring of provision.

## **Achievement and standards**

### **Grade: 2**

As a result of sustained improvement in rates of achievement in Years 1 and 2 over recent years, standards at the end of Key Stage 1 have risen from below average to average. Although results in national tests at the end of Year 6 are average, this represents good progress for these pupils, from their below-average starting points. The school's tracking data and work in pupils' books show that progress through the rest of the school is good. In 2009, provisional assessments at the end of Year 2, and tests results in Year 6, show that more pupils have reached above-average standards.

## **Personal development and well-being**

### **Grade: 1**

One pupil said, 'This is a very friendly and welcoming school.' The pupils' spiritual, moral, social and cultural development is outstanding. They have a very good understanding of other cultures and religions. Cultural development is strongly underpinned by the wealth of musical opportunities and strong links with Catholic Cabrini schools in Spain and Ethiopia. Reflection in assemblies, the celebration of Mass in the school chapel and learning about the lives of saints helps pupils to think carefully about spirituality. Older pupils are keen to take on responsibility. For example, they train as mentors to help younger pupils, and assist with the smooth running of the lunch hall by directing pupils to their seats. Pupils are proud of improvements to the school as a result of suggestions made through the school council. These include the new astroturf pitch on the top playground, and other equipment for pupils to use at break-time. Pupils have an excellent understanding of how to keep themselves healthy. Visitors from the local emergency services, as well as road safety awareness and cycling proficiency workshops, support pupils' good awareness of how to keep themselves safe. Their good achievement in basic skills, strong social skills and awareness of the needs of others prepare them well for the

next stage in their education. Attendance has improved and is good, although some pupils arrive late to school at the start of the day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils are making good progress through the school as a result of improvements in the quality of teaching and learning. Teachers set suitably challenging tasks for the range of abilities in each class and plan interesting work that motivates pupils. Pupils in Year 1, for example, were writing fact books for children in the Reception classes to read. They were inspired by a recent visit from an animal expert who brought with him a number of live creatures for the pupils to touch and hold, including a snake, a lizard and a bird-eating spider. Pupils enjoy their lessons and are keen to take part in class discussions. They work well independently and in groups. This helps them to develop teamwork and self-confidence.

However, there are shortcomings in marking because guidance is not consistently given on how pupils can make their work even better. Occasionally, work is not marked regularly enough to support pupils in their learning effectively.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has improved since the last inspection and contributes well to pupils' personal and social development. Literacy and numeracy are appropriately balanced with a broad range of subjects. Pupils have opportunities to use computers in a range of subjects. Music is a particular highlight. All pupils in Year 4 learn to play the recorder and pupils enjoy participating in a wide range of performances, which promotes their self-confidence. Work with specialist coaches, opportunities to take part in sporting competitions against other local schools and a wide range of sporting equipment available for use at break-time support pupils' extremely positive attitudes to keeping fit and healthy. Themed events and visits to a variety of local places of interest bring the curriculum to life and support pupils' personal skills. For example, during activity week, pupils enjoyed rock climbing and team-building activities. More able pupils are encouraged to develop their interests and skills through enrichment classes and they attend sessions at local secondary schools. Links between literacy and a range of other subjects are developing well. However, similar opportunities for pupils to develop their numeracy skills across the curriculum are not as well developed.

### **Care, guidance and support**

#### **Grade: 2**

A parent wrote, expressing the views of many, 'The school is a happy, caring community.' Staff know the pupils very well. Procedures to safeguard pupils' health, safety and welfare are robust and staff are well trained. Pupils are confident that, should any problems occur, adults will take appropriate action. Communication with parents through newsletters and curriculum information helps them to know what work their children are doing and how they can help at home. Pupils who have additional needs receive extra help in lessons, as do pupils at an early stage of learning English. This ensures that all groups of pupils make similar progress. Support for individual pupils and their families has been successful in improving attendance. Academic guidance is good. The school has established effective processes for tracking pupils' progress and

information from assessment is used well to check how well pupils are doing and to plan the next steps in their learning. Nevertheless, although in most classes pupils have individual targets, these are not always used to help pupils move up to the next level in their work.

## **Leadership and management**

### **Grade: 2**

The headteacher works closely with the deputy and provides strong leadership. Some parents made a point of writing to express their appreciation of the work of the headteacher and the staff. One typically wrote, 'The school is well managed and parents are actively encouraged to participate in school activities.' Issues from the last inspection have been successfully addressed. Monitoring by the headteacher and deputy ensures that the school correctly evaluates its strengths and identifies priorities for further development. Nonetheless, more recently appointed middle leaders have not developed their monitoring and evaluating roles sufficiently in order to bring about further improvement. The school promotes community cohesion well. Pupils have a good understanding of themselves as part of the school and local community through a variety of well-established projects, for example raising funds for a local hospice. Their understanding of the lives of those in global communities is also strong. The governing body has a high level of expertise and is committed to challenging the school to develop further. For example, governors are working with the school's leaders to plan improvements to the outdoor spaces in the Early Years Foundation Stage.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

03 September 2009

Dear Pupils

Inspection of St Francesca Cabrini Catholic Primary School, London, SE23 3LE

Thank you very much for your very friendly welcome and for helping us when we visited your school. We enjoyed our day very much and in particular, hearing you all singing so well in assembly and the choir rehearsing in chapel for the Year 6 Mass. I am writing to tell you what we found out on our visit.

St Francesca Cabrini Primary is a good school and here are some of the most important things about it.

- You make good progress in Years 1 to 6.
- You enjoy coming to school and get on well with each other and with the adults. Your parents told us they like the school too.
- Your attendance has improved and is good.
- All the adults are working hard to make sure that you are well cared for and safe.
- You enjoy all the interesting activities the teachers plan for you and particularly like the clubs and themed events that the school organises.
- You support the school and local community very well.
- You have a very good understanding of how to keep yourselves fit and healthy.

To become even better, there are a few things we would like the school to do. We have asked the school to ensure that children who are under five make as good progress in their learning as pupils through the rest of the school. We would also like all the leaders and managers to do even more to check on the quality of the work the school is doing. You can help by continuing to come to school regularly and by arriving on time every day.

Finally, we would like to thank you once again for your help and wish you well for the future.

Yours faithfully

Madeleine Gerard

Lead Inspector