



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 100851

St Francesca Cabrini Catholic Primary School

Forest Hill Road

London

SE23 3LE

Inspection date: 01 November 2019

Chair of Governors: Mrs Anna Strappelli

Headteacher: Mrs Maria Lawton-Quin

Inspectors: Mrs Ann Oddy

Miss Anita McWeeney

EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR
Tel 01689 829331

Director of Education: Dr Simon Hughes



Key for inspection grades

| | | | |
|---------|-------------|---------|----------------------|
| Grade 1 | Outstanding | Grade 3 | Requires improvement |
| Grade 2 | Good | Grade 4 | Inadequate |

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Francesca Cabrini Catholic Primary is a voluntary aided school in the trusteeship of the Missionary Sisters of the Sacred Heart. It is situated in the Lewisham Deanery of the Archdiocese of Southwark. It is maintained by Southwark Local Authority. The principal parish which the school serves is St Thomas the Apostle, Nunhead. Pupils also come from a number of neighbouring parishes. The proportion of pupils who are baptised Catholics is 66%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 286. The attainment of pupils on entering the school is broadly below average. The proportion of pupils for whom pupil premium funding is received is 33%, which is above the national average. 29% of pupils have special educational needs and/or disabilities. Of these, four pupils have a statement of special educational needs (SEN) or an education and health care plan (EHCP). Pupils come from a wide variety of ethnic backgrounds, the largest groups being Black African, Black Caribbean and White British. The proportion of pupils from homes in which English is an additional language is 44%, which is much higher than average. The majority of pupils come from areas of significant deprivation.

Since the last inspection, the school has experienced a significant decrease in pupil numbers.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Francesca Cabrini Catholic Primary is an outstanding school because:

- The school is a welcoming and inclusive community. The mission statement and the Cabrinian 'Education of the Heart' inspire the school's strong Catholic ethos which pervades all areas of school life. The headteacher provides inspirational leadership. She is ably supported by effective senior leaders, a strong governing body and a cohesive staff team who share her vision and dedication. Pupils are proud of their school and enjoy school life. They are kind and caring to each other. Parents are very appreciative of the school and value being part of the school community.
- The school's Catholic ethos and principles of its Cabrinian foundation inspire the many events in its rich and varied Catholic life. This is evident in the excellent pastoral care offered to pupils and their families. Attractive displays reflect the school's Catholic identity and enrich the learning environment. Pupils are encouraged to recognise their roles and responsibilities as individuals in their school community and in society and respond very positively to these expectations.
- High quality teaching and learning in Religious Education ensures that all pupils achieve their full potential. All groups of pupils make good progress and achieve well. Pupils enjoy Religious Education and appreciate its relevance to their own lives. They are interested and attentive and take a pride in their work. Work in pupils' books is of a high standard.
- Pupils' spiritual growth is nurtured by a wide range of prayer and worship opportunities. These reflect the traditions of the Catholic Church and encourage pupils to develop their relationship with God. A comprehensive programme of Masses and liturgies celebrates the liturgical year. Pupils also participate in opportunities for voluntary prayer and enjoy composing and contributing their own prayers. Staff, parents and governors are included in the school's worship and prayer life and are active participants.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Review the provision for Relationships and Sex Education (RSE) in line with current diocesan policy and guidance.



Overall Effectiveness

How effective the school is in providing Catholic Education?

1

Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1



CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils are fully involved in the rich Catholic life of their school and are aware of the importance of its Catholic and Cabrini character. They know that each one of them has a part to play in making their school a welcoming and supportive community. This was evident during the inspection.
- The inclusive nature of the school welcomes all pupils and their families, regardless of their faith background. Pupils know that the beliefs and practices of other faiths and cultures should be respected and that all are welcome in their school family. A parent said, 'It is an inclusive Catholic school which welcomes all faiths'.
- Pupils play a significant part in shaping the Catholic life of the school. Through the School Council they are able to make suggestions and are confident that they will be listened to. Liturgy leaders and assembly monitors contribute to collective worship.
- Pupils have a very good sense of social justice and are aware of their responsibilities towards those in need. They are active in fund raising for a number of charities, including CAFOD, the Manna Centre and St Christopher's Hospice. They raise funds to support a Cabrini school in Ethiopia and receive regular information about the school and the work of the Sisters. Practical help is also given to the school in terms of clothing and books.
- An annual Mission Day raises pupils' awareness of their roles and responsibilities as global citizens and their understanding of their role in improving opportunities for the less fortunate. They are able to relate this to their own call to mission and sense of vocation.
- Pupils have a great sense of respect for themselves and others, knowing they are all members of God's family. During this inspection the behaviour of all pupils was exemplary, both in classrooms and around the school. Pupils are kind and courteous to each other. They know the importance of forgiveness and are happy to celebrate the successes of their peers.
- The school offers pupils many opportunities to take responsibility. Pupils are conscientious in these roles, seeing them as an opportunity to serve their school community and contribute to the harmonious running of the school. Examples include House Captains, Buddies, School Council and Monitors. Pupils are encouraged to take responsibility for younger or more vulnerable pupils as part of their mission to reach out to, look after and welcome others. An excellent example



of this was older pupils supporting others completing the Sensory Circuit before school.

- Pupils know that they will be supported if they have any anxieties and are confident that any problems are speedily resolved. Exceptional pastoral care systems include an Emotional Literacy Support Assistant (ELSA), Speech and Language professionals and Mental Health Assistants. House meetings enable pupils to reflect on and discuss issues such as bullying and friendships. Discussions include relating their learning in Religious Education to real life situations.
- Pupils value and respect the Catholic tradition of the school, its role as a Cabrini school and its links with the parishes. Priests from the parishes visit the school regularly, celebrating school Masses and liturgies, attending school events and supporting the Religious Education curriculum.
- The school has good links with other Catholic schools. Participation in deanery events fosters the sense of being part of a wider Catholic family.
- The governing body has elected not to have a specific programme for Relationships and Sex Education, and this decision is noted on the school website. Pupils explore topics such as Friendship and Relationships as part of their programme of Personal, Social and Health Education.
- Parents value the school's Catholic life and sense of community which nurtures and embraces their children. A parent wrote, 'A really good school and my children are very happy'. Another commented on 'the excellent teachers who care for my children'. Parental questionnaires distributed as part of this inspection showed a high rate of return and were all very supportive of the school.
- Parents appreciate the many events taking place in school and enjoy attending these to support their children. One said, 'The school has lots going on. They invite parents in regularly to see the children's work and to take part in celebrations. The assemblies are always great. I am always proud to see my children take part and that they have a sense of pride. I also love the newsletter which shares all the great things that go on'.



The quality of provision for the Catholic Life of the school is outstanding.

- The school mission statement reflects the educational mission of the Church. It is clearly displayed around the school and is featured on the school website. It is regularly reviewed. It is linked with the school's 'Education of the Heart' and the core values of Prayer, Respect, Love, Trust and Excellence which reflect its nature as a Cabrinian school. This is evident in the high quality display in the school entrance hall.
- All staff are fully committed to its implementation across the curriculum and the whole of school life. Recruitment procedures ensure that applicants are in sympathy with the aims and ethos of the school. High levels of staff retention indicate that staff are happy and enjoy being part of the school team.
- Parents are informed of the Mission Statement on application to the school. The Parents Handbook clearly emphasises the Catholic Cabrinian nature of the school and welcomes parents into the school community. A parent wrote, 'The school has a very clear vision and a strong Catholic identity'.
- There is a strong sense of community at all levels. Relationships are strong and supportive in this happy school.
- The learning environment of the school reflects its Catholic identity. Attractive displays and artefacts celebrate the feasts and seasons of the liturgical year, themes in Religious Education and school celebrations.
- The school has excellent systems of pastoral care for pupils, their families and for staff. The clergy from local parishes are involved in the daily life of the school and offer support to families. Pastoral care for pupils is exceptional. An example is the daily 'Sensory Circuit' which was observed during this inspection. Older pupils supported pupils with special needs to participate in activities which helped to calm them and prepare for the school day. This has been commended by the local authority as an example of excellent practice.
- Senior leaders and staff promote and exemplify high standards of behaviour and have high expectations of their pupils, who respond very positively. The school behaviour policy is based on the principles of respect and forgiveness. A parent wrote, 'Staff do well to lead the children into understanding what is right and wrong and set clear boundaries'.
- The curriculum includes teaching on social justice, care for others and for the Earth, our common home.



- Relationships are taught about in accordance with a whole school cross-curricular policy based on the diocesan policy for Education and Human Love. Teaching is in line with the guidance of the Church.
- Parents are very appreciative of the school and the Catholic education it offers. A parent wrote, 'Since my child started at this school I have been so impressed with the great welcome we have received. They are always happy to help and understand when things don't go to plan. The headteacher is very approachable and always offers ways to best support my family when she can'.
- Impressive and comprehensive pastoral care support for families includes signposting families to the appropriate offices for help with housing and benefits, providing interpreters, help with online forms and services, assistance with emergency care and emergency accommodation and Breakfast Club and After School Club provision. The practical help provided by the school and the sensitivity and care shown by school leaders was commented on by several parents.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The school's leadership is wholeheartedly committed to the Church's mission in education and to the Catholic ethos of the school. Senior leaders are excellent role models and have created a staff team with a strong sense of Christian community, the importance of the traditions of the Catholic Church and the Cabrini foundations of the school.
- The Catholic life of the school is a high priority for school leaders. The governing body is well informed, with regular reports from the headteacher on the school's Catholic life. Governors attend events and celebrations as part of their monitoring role and as part of the school community.
- School leaders work closely with trustees from the Missionary Sisters to promote and maintain its Cabrinian ethos and to ensure this is at the heart of the school's Catholic life. Senior leaders have represented the school at conferences led by the Missionary Sisters of the Sacred Heart of Jesus in Fatima, Rome, Chicago and Ethiopia.
- A biennial Mission Development day for all staff is led by governors and the leadership team. This is a day of reflection and planning centred around the religious character of the school and how this is reflected in all aspects of school life.
- Senior leaders are excellent role models. Parents describe them as visible and approachable and with an evident sense of commitment.



- School leaders and governors have a clear understanding of the mission of the Catholic school and are fully committed to developing each child as a whole person. This includes academic achievement as well as the child's relationship with God and responsibility to society. Pupils make good progress and achieve well. Despite relatively low starting points, most pupils achieve or exceed age-related expectations by the end of Key Stage 2.
- Induction of new staff, in-service training, deanery and diocesan meetings and courses help staff and governors to strengthen and inspire provision for the school's Catholic life.
- School self-evaluation is accurate and informs development planning, which is comprehensive, with clear timescales and lines of responsibility.



RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Attainment in Religious Education indicates that the great majority of pupils reach or exceed age-related expectations by the end of Key Stage 2.
- All groups of pupils make good progress and achieve well. Disadvantaged pupils and those with special educational needs and /or disabilities are well supported to achieve their full potential.
- Attainment in Religious Education is at least equal to and sometimes better than attainment in other core subjects. Good practice includes monitoring attainment and progress in Religious Education by comparing the evidence with that in English.
- Pupils are interested and attentive in their lessons and keen to do their best. Behaviour for learning was excellent in all the lessons observed as part of this inspection.
- Pupils show good knowledge of religious terminology in lessons and in their written work. They talk confidently about their learning and the relevance of Religious Education to their own lives. They can relate it to their responsibilities towards others and the need to care for the environment. A pupil interviewed as part of this inspection said, 'In Religious Education we learn about what Jesus did and how to follow His example'. Another said, 'It helps me to have a close connection with God and be sensitive to the feelings of others'.
- Activities involving art, music, drama and literacy enhance pupils' experience and enjoyment of Religious Education.
- Work in books is of a very high standard. They are excellent in presentation and content, indicating the pride pupils take in their work. There is clear evidence of progression across the year groups. Marking is regular and affirmative in keeping with school policy. Improvement questions are revisited, indicating an effective dialogue between teacher and pupil.
- Parents are appreciative of the Religious Education provided by the school. One wrote, 'Religious Education at St Francesca Cabrini is definitely having an impact on the children. I have been amazed and challenged by my son's religious knowledge'.

The quality of teaching and assessment in Religious Education is outstanding.

- School monitoring indicates that standards of teaching and learning are high. This is in line with lessons observed as part of this inspection and supported by evidence in pupils' books and in their outcomes.



- Four lessons, across three key stages, were observed as part of this inspection. Lessons showed careful preparation, good pace and interesting content. A range of teaching styles and strategies engaged and motivated learners. In two of the lessons observed, visiting speakers added powerful personal experience which enriched pupils' learning.
- Lessons successfully built on previous learning and incorporated probing questioning and reflection. Teachers showed good subject knowledge and had high expectations of their pupils.
- Religious Education lessons include prayer and reflection, encouraging pupils to recognise this as a special time with a spiritual dimension.
- Differentiation provided challenge and support for all pupils. Pupils with special educational needs and /or disabilities were effectively supported by other adults in the classroom.
- 'Let's Celebrate' books in each class provide an overview and record of achievement in Religious Education across each class's time in school.
- Assessment in Religious Education includes the use of Assessment for Learning. This has sharpened judgement of pupil attainment and provided information for next steps to develop pupils' learning.
- Pupils work is assessed in line with diocesan guidance. A portfolio of evidence is being compiled to support teachers' judgements. Moderation takes place in school and at deanery and diocesan level.
- Pupils are encouraged to contribute to the assessment of their own work. As a result, they take responsibility for their own improvement and increase their capacity to be independent learners.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.

- School leaders have chosen the 'Come and See' programme of Religious Education, enriched by cross curricular links. This is in line with diocesan recommendations.
- Curriculum time allocated to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2, which meets the requirements of the Bishops' Conference.
- Religious Education is well led and managed. It is well resourced and compares with other core subjects in terms of budget allocation.



- The subject leader has a high level of expertise and a clear focus on driving improvement. She provides support for staff. Attendance at deanery and diocesan meetings offers opportunities to share best practice and benefit from new developments.
- A comprehensive system of monitoring includes lesson observations and work scrutiny. This enables identification of strengths and areas for development and informs development planning.
- Governors are involved in the monitoring of Religious Education. They have a good understanding of provision and standards. They receive regular reports from the headteacher and are confident in their role of support and challenge.
- The teaching of other faiths is well established in the school.
- Parents are well informed regarding the Religious Education curriculum. They receive regular newsletters with details of termly topics and receive the Wednesday Word. A parent commented on how she and her child enjoyed looking at the Gospel reading and doing the activities together.
- Areas for development identified by the last inspection have been addressed.
- Relationships and Sex Education has not been part of the school curriculum in accordance with the decision of the governing body. This is currently under review. School leaders are considering adopting a suitable policy and programme for 2020 and will consult with parents. Review of provision in the light of new requirements and in line with diocesan policy and guidance is a recommendation of this inspection.



COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Pupils are offered a wide variety of collective worship and prayer opportunities and respond very positively. They enjoy coming together as a worshipping community and speak appreciatively of the celebrations that mark the Church's feasts and seasons and school events. They have a good understanding of the liturgical year.
- The act of collective worship observed as part of this inspection was a school Mass for All Saints Day. Pupils were reverent and respectful. Led by the school choir, they sang tunefully and with enthusiasm. It was an exceptionally joyful celebration of one of the Church's great feasts and was a meaningful spiritual experience for all present.
- Pupils are involved in preparing and leading prayer and worship at class, Key Stage and whole school level. Liturgy leaders, class prayer leaders and assembly assistants make a significant contribution to school prayer and worship. This was evident during the class act of worship observed as part of this inspection.
- Pupils know that prayer is an important part of their lives. They are familiar with the traditional prayers of the Church and are happy to compose and contribute their own prayers. Opportunities for voluntary prayer include a daily Rosary in October, Sacred Heart intentions in June and Remembrance prayers in November. Pupils enjoy participating in these.
- Prayer focus areas are well resourced and maintained. They form part of the prayer life of the class and feature examples of pupils' own prayers. The quality of prayer focus areas throughout the school is exceptional. They inspire pupils to prayer and reflection.
- Parents commented on their children's involvement in, and enjoyment of, collective worship. One said, 'Children enjoy the opportunity to role play Bible characters during assembly'. Another parent described the choir as 'a strong school choir of lovely children singing Christian songs with a clear message of our Lord and Saviour'.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Collective worship is central to the life of the school for all pupils. Pupils and their families, regardless of their faith backgrounds or beliefs, are welcome to join the school community in worship.



- Praying together is part of the daily experience for staff and pupils. Staff and governor meetings begin with prayer.
- Collective worship is planned to reflect the liturgical year, school events and the Religious Education curriculum. Worship has a scriptural basis and a clear message for pupils to think about in their daily lives. This was evident in the Key Stage 1 class act of worship observed as part of this inspection.
- Daily opportunities for quiet reflective prayer and meditation enable pupils to develop their relationship with God. Displays and prayer focus areas encourage members of the school community in prayer and reflection. Prayer boxes, prayer trees and prayer books give pupils a range of opportunities for classroom prayer.
- Staff have a good understanding of the Church's liturgical year. They help pupils to plan and deliver high quality worship and encourage the use of a wide variety of prayer styles.
- Parents are welcomed to join the school in worship and respond very positively to this invitation. This was evident in the responses to parental questionnaires.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- School leaders and governors have expert knowledge in planning and delivering collective worship and are committed to high quality provision. Careful planning and appropriate resources help to ensure a rich and meaningful programme to nurture pupils' spiritual development and strengthen the school community, uniting it in prayer.
- School leaders model high quality examples and support other staff in delivering prayer and worship opportunities. This increases staff confidence and competence, building a committed team.
- Governors regularly attend collective worship in school as role models and active participants in school life. This is also part of their monitoring role.
- Priests from local parishes celebrate school Masses and liturgies, strengthening school and parish links. The school Mass observed as part of this inspection was celebrated by the parish priest who clearly had a special relationship with the pupils, adding to the enjoyment of the occasion.



- Evaluation of collective worship forms part of school development planning.