

Primary Inspection Data Summary Report

St Francis RC Primary School	URN: 100826 Laestab: 2103435
Headteacher: Miss Elizabeth Harris	Type of education: Voluntary Aided School
Local authority: Southwark	Phase of education: Primary
Pupils: 412	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Alan Carter
Ages: 3-11	School website: www.stfrancis.southwark.sch.uk
Denomination: Roman Catholic	Postcode: SE15 1RQ

Report information [Guidance](#)

Release information: Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS

Release date: 22 January 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

Areas of interest [Guidance](#)

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Reading

KS2 progress [Guidance](#)

- There is nothing significant or exceptional to highlight for key stage 2 progress in reading in 2019, therefore no conclusions can be drawn from this data.

Attainment (all key stages) [Guidance](#)

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average reading attainment score in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.
- The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (70%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. Of the 54 pupils, 14 did not meet the expected standard, with an average mark of 16, and 2 did not sit the test. There were 18 pupil(s) that were screened in Year 2 in 2019; 10 of those met the expected standard.

- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard reading early learning goal in 2019, therefore no conclusions can be drawn from this data.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (2.2) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard writing early learning goal in 2019, therefore no conclusions can be drawn from this data.

Mathematics

KS2 progress Guidance

- There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.

Attainment (all key stages) Guidance

- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 three-year average mathematics attainment score in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard mathematics early learning goals in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.

- There is nothing significant or exceptional to highlight for the percentage achieving a good level of development in the early years foundation stage in 2019, therefore no conclusions can be drawn from this data.

Absence (whole school) [Guidance](#)

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.
- The rates of overall absence (3.3%) and persistent absence (7.0%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.

Exclusions (whole school) [Guidance](#)

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There were no fixed period exclusions in 2018/19.
- There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For middle prior attainers, key stage 2 attainment of the expected standard in science (97%) was significantly **above** national in 2019. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (94%) was significantly **above** national in 2019, as well as in 2018.

School and local context

School level Guidance

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	421	429	412	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	25	28	27	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	10.0	14.7	17.5	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	1.9	1.4	1.2	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	69	65	61	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	86	85	80	■	■	■	■	■
	Nat	86	86	81					

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Southwark local authority which maintains 59 primary schools, 3 secondary schools, 7 special schools, 1 pupil referral unit and 5 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Dec 2020, the LA grade profile was:
 - outstanding - 19
 - good - 51
 - requires improvement - 5
 - inadequate - 0
 - not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 73.7% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 2.3 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 11 out of 17 possible ethnic groups. Those with 5% or more are:
 - 61%: Black or Black British - African
 - 17%: Any other ethnic group
 - 9%: Black or Black British - any other Black background
 - 5%: Black or Black British - Caribbean

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £206,467.
- In 2018/19, this school had a negative in-year balance (£-7,528), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £6,058, a decrease of £349 per pupil from the previous year.
- In 2018/19, this school received £2,542,997 in grant funding, £1,249,546 more than the national average.

Year group context 2019 (Primary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	54	NA	NA	NA	26	18	61	21
Y2	56	NA	NA	NA	20	20	73	21
Y3	58	16/15/17	28/30/29	14/13/12	26	24	55	21
Y4	60	17/17/17	33/37/34	9/5/8	37	26	63	21
Y5	54	12/12/8	23/26/23	12/9/17	31	29	78	22
Y6	60	9/10/7	36/39/40	12/8/10	28	30	70	21

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	-	-	-	-	-	Below
Writing	Above	-	-	-	-	-
Mathematics	-	-	-	-	-	Below

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 26

SEND primary need	SEND Support (46)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	2	1	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	1	2	5	4	3	4	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	1	0	0	0	0
Social, Emotional and Mental Health	0	0	1	1	1	0	0	0	0	0	0	0
Speech, Language and Communication Needs	4	2	1	3	1	3	0	0	0	1	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	3	1	0	0	1	1	0	0	2
School Support NSA	0	0	2	1	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	5	6	10	12	6	7	0	2	1	1	0	2

Year group context 2020 (Primary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	57	NA	NA	NA	26	18	58	21
Y2	56	NA	NA	NA	23	20	63	21
Y3	54	9/7/9	22/31/26	18/12/13	24	24	72	21
Y4	59	17/15/16	27/30/30	14/13/12	25	25	54	21
Y5	54	15/15/15	30/34/30	8/4/8	37	27	65	21
Y6	55	11/11/7	23/26/23	12/9/17	31	29	78	22

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			-	-	-	-
Writing			-	-	-	-
Mathematics			-	-	-	-

* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 29

SEND primary need	SEND Support (63)						EHC Plan (5)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	2	1	1	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	3	4	4	3	4	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	1	0	0	0
Social, Emotional and Mental Health	3	0	1	3	2	3	0	0	0	0	0	0
Speech, Language and Communication Needs	8	4	1	1	4	1	0	0	1	0	1	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	3	0	0	0	3	1	0	0	1	1	0	0
School Support NSA	1	0	0	1	1	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	15	7	8	10	14	9	0	0	3	1	1	0

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national
■ Not significant

■ Significantly below national
 Small cohort

Q1 Highest Quintile
 Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(46)	■	■	■	■	(50)	■	■	■	■	(60)	■	■	■	■	(58)	■	■	■	■	(57)	■	■	■	■
	2018	(47)	■	■	■	■	(56)	■	■	■	■	(60)	■	■	■	■	(53)	■	■	■	■	(51)	■	■	■	■
	2019	(57)	■	■	■	■	(60)	■	■	■	■	(55)	■	■	■	■	(54)	■	■	■	■	(57)	■	■	■	■
Writing	2017	(46)	■	■	■	■	(50)	■	■	■	■	(60)	■	■	■	■					(57)	■	■	■	■	
	2018	(47)	■	■	■	■	(56)	■	■	■	■	(60)	■	■	■	■					(51)	■	■	■	■	
	2019	(57)	■	■	■	■	(60)	■	■	■	■	(55)	■	■	■	■					(57)	■	■	■	■	
Maths	2017	(46)	■	■	■	■	(50)	■	■	■	■	(60)	■	■	■	■					(57)	■	■	■	■	
	2018	(47)	■	■	■	■	(56)	■	■	■	■	(60)	■	■	■	■					(51)	■	■	■	■	
	2019	(57)	■	■	■	■	(60)	■	■	■	■	(55)	■	■	■	■					(57)	■	■	■	■	

↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.

Other attainment measures [Guidance](#)

	KS2 EGPS					KS2 combined RWM					EYFS GLD				
	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
2017	(50)	■	■	■	■	(50)	■	■	■	■	(57)	■	■	■	■
2018	(56)	■	■	■	■	(56)	■	■	■	■	(51)	■	■	■	■
2019	(60)	■	■	■	■	(60)	■	■	■	■	(57)	■	■	■	■