



DENOMINATIONAL INSPECTION REPORT

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

URN 100826

St Francis Catholic Primary School

Friary Road

Peckham, London

SE15 1RQ

Inspection Date: 28th November 2022

Chair of Governors: Alan Carter

Headteacher: Elizabeth Harris

Inspectors: Colette Doran-Hannon

Helen Frostick

EDUCATION COMMISSION

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Key for inspection grades

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

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Francis Catholic Primary School is voluntary aided. It is situated in the Camberwell Deanery of the Archdiocese of Southwark. It is maintained by Southwark Local Authority. The principal parish the school serves is Our Lady of Sorrows Peckham, though children are drawn from up to seven other parishes. The proportion of pupils who are baptised Catholics is 57%. The school has a high proportion of children who practice other Christian faiths as well as some from other faiths and some of no faith.

The school takes pupils from age 3-11 years. The number of pupils currently on roll is 316 which is a decrease since the last inspection due to families moving away from this area of London. Mobility in the school is high with some families living in temporary accommodation. The percentage of pupils who are eligible for the Pupil Premium grant is 23%. The community is diverse with 99% of the pupils from ethnic minority backgrounds and 34% of pupils speaking English as an additional language.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Francis Catholic Primary School is an Outstanding Catholic school because:

- It is a joyful Catholic community where a strong Catholic ethos permeates every aspect of the school community. Catholic life is at the centre of all leadership decisions
- The extent to which pupils benefit from and contribute from the Catholic life of the school is exemplary.
- Links between home school and parish are very strong and enhance the school experience for the pupils.
- Collective worship is reverent and respectful. Pupils highly value and recognise the importance of prayer in their lives.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Embed marking and feedback for religious education so that pupils understand their next steps for learning, sharing good practice that already exists in some areas, across the school.
- Develop assessment procedures in the school to embed robust systems that further improve outcomes for pupils.
- Develop a programme to train more pupils to independently prepare and deliver collective worship



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	2
How well pupils achieve and enjoy their learning in Religious Education.	2
The quality of teaching, learning and assessment in Religious Education.	2
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.

This school mission statement permeates all aspects of life at St Francis. It is visible in all rooms in the school, but also in the behaviour and attitudes of all pupils. Catholic life is planned for in a robust manner at St Francis which means that all pupils have the opportunity to participate at an appropriate level for their age. The mission statement encourages everyone to achieve the best they can. As a result, behaviour at St Francis is excellent because all pupils show a great respect for themselves and others allowing everyone to live the mission. Pupils are confident and happy in school, they encourage one another in all that they do, listening carefully and taking on leadership roles which allows them to be part of the Catholic life of the school in a very effective manner. The work that the school has undertaken on Frattelli Tutti and Catholic Social Teaching is embraced by the pupils in the school. One pupil said 'Frattelli Tutti tells us we must love our neighbours, Christian, Muslim, if they live in Peckham, Elephant and Castle or Lewisham' whilst all pupils recognise that it must start in St Francis. The links with the parish church are strong; pupils benefit greatly from this relationship. School Masses in the adjoining church are a significant feature of school life, with pupils reading, serving and writing the prayers for Mass. Relationships, sex, and health education is well planned and delivered in the school and encourages the respect that pupils show for one other recognising each other as made in the image and likeness of God.

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

There is a strong sense of community at St Francis, staff are committed to delivering the mission statement and modelling the Gospel Values. Catholic Social Teaching is a distinctive feature of the school, pupils and staff recognise the value of the principles and work them through the daily life of the school. For example, the school provides readily available uniform for families in need. Parents are grateful for the service that the school provides to the local community and are supportive of the work that goes on at all levels to support pupils and families in the school. One parent commented 'The school has been more than just a place to study for my daughter and me. Since we have arrived in this city all staff have shown us more than just what religious education means, they have shown us respect, love, solidarity empathy no less than the love and warmth of God through their acts'.

The chaplaincy provided by the parish priest, is highly valued and extremely supportive of the continuous development of the Catholic life of the school.



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

Governors and leaders recognise the importance of ensuring that the provision for the Catholic life takes a prominent role in strategic development of the school. As a result, a Catholic life governor's committee was commissioned since the last inspection, to evaluate and monitor this aspect of the work of the school. Leaders have identified where they need to develop in this area of the school through self-evaluation, and ensure that no one is complacent. Regular questionnaires to staff and pupil mean that governors and leaders consider the views of others and use this information to make further improvement to an already very strong mission. The school governors and staff have collectively worked on the school mission statement to ensure that it remains fit for purpose and have evaluated the chosen gospel values to ensure they reflect the needs of the school. Professional development for Catholic life is a regular aspect of school planning and as a result, staff are committed to living the mission statement which they know and live.



RELIGIOUS EDUCATION

2

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

Pupils make good progress from their starting points in religious education in each key stage. Pupils with special educational needs are well supported in class by adults and make progress because of this. Children in early years have opportunities to engage in role play and to make links through adult led activities which engage the children. They are able to talk about stories from scripture re-enacting them using puppets. Pupils in upper key stage 2 are challenged to think more deeply through accurate questioning from staff and feedback in their books. This should be developed as a whole school approach so that all pupils benefit. Most pupils are actively engaged in their lessons and are keen to learn more and link their learning to scripture; they enjoy tasks that link to their lives. Behaviour in lessons is very strong and pupils work hard because they are keen to please and want to learn more. There are opportunities such as Advent preparation day, for pupils to make personal contribution to all classes in the school through exchanging Advent decorations. Pupils enjoy and remember the liturgical events in the year because lessons are carefully designed to engage them.

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

The school leadership team encourages teachers to be creative and has given sufficient time to enable staff to plan for creativity in lessons whilst maintaining good outcomes. Class books show evidence of collective pieces of pupil work and demonstrate, using photos the opportunities the pupils have through drama and group work.

Varied teaching strategies are employed such as collaboration as well as individual work to give pupils as many opportunities as possible to succeed. Drama is used across the school to bring scripture to life. This was seen in the early years when supporting adults asked questions to encourage children to retell the nativity story. Additional adults are deployed well to ensure that pupils make progress in lessons.

In lessons where marking and assessment are used to support planning, progress over time is evident and pupils can talk about what they have learned and how this helps them in life. However, marking across the school is not consistent, some staff use verbal feedback, which at this point does not have the impact in deepening understanding and some pupils are not able to recall the feedback.



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

The religious education leader is a source of expertise for all staff and ensures that new staff are well supported to deliver the curriculum accurately. New staff from other faiths have mentors appointed to them to support with the planning and delivery of religious education which ensures continuity for pupils across the school and reassurance for staff. Moderation events within the school are a source of further support and evaluation. Continuing professional development is planned well in response to the needs of the school, to ensure that teachers' subject knowledge is good and is often led by the parish priest. Leaders have identified that more development is needed in assessment of religious education to ensure that systems accurately reflect the religious literacy of the children. Governors are confident in leaders' ability to implement these systems.



COLLECTIVE WORSHIP

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

Pupils enjoy collective worship at St Francis. They display confidence and pride during collective worship and when given the opportunity they relish writing their own prayers for these occasions and reading from scripture. The pupils sing joyfully, demonstrating active participation. There are a variety of opportunities for pupils to pray at school as well as at home. Pupils have prayer journals in which they are encouraged to write their own intentions. Prayer books are also sent home so that families are encouraged to support their child's prayer life. These books as well as the class books are clearly well respected and cared for by the children. During Advent, Posada books are sent home which encourages the pupils to 'host' Mary and Joseph in their home for the evening, write a prayer and sing carols with their families. This annual traditional at St Francis, is well loved by the pupils who look forward to being the host for the evening.

Such traditions are a unique feature of the school and demonstrate how the school embraces the many cultures of the school.

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

Provision for collective worship is very well planned across the school year so that all pupils have the opportunity to lead and participate. The worship closely follows the liturgical year and as a result pupils have an excellent understanding of the church seasons and have opportunities to be involved, through guided preparation and delivery. There are frequent opportunities for the pupils to attend Mass in the parish church, with pupils leading the worship at appropriate points, choosing the hymns and writing the prayers, as well as reading the scripture passages. Key stage assemblies allow the pupils to further explore the themes related to their 'Come and See' topic or liturgical readings. Collective worship at St Francis is a celebration of the faith, provides opportunity for prayer and reflection as well as enhancing the pupils' spiritual development.

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

Collective worship is central to the aims of the leaders and governors' mission for St Francis. It is recognised by all as a leadership priority and leaders model this to staff and pupils alike. As a result, all leaders work to ensure not only is collective worship promoted in the school but that it is monitored and evaluated on a regular basis to ensure that it is fulfilling the needs of the staff and pupils at the school. Non-Catholic staff are supported so that they model high quality worship to their pupils and so that pupils are in turn able to replicate this in an appropriately age related manner. Leaders and governors ensured that throughout the recent pandemic, collective worship was maintained as a priority in the school, making appropriate



arrangements so that all could participate. Links to the parish church are incredibly strong and the relationship between church and school are valued equally. Leaders have further plans to ensure that pupils lead collective worship independently and have attended training from the diocese on how to achieve this.