

Inspection of a good school: St Francis of Assisi Catholic Primary School

Jessopp Road, Norwich, Norfolk NR2 3QB

Inspection dates:

9 and 10 July 2024

The headteacher of this school is Felicity Hope. The school is part of the St John the Baptist Catholic multi-academy trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kim Payne, and overseen by a board of trustees, chaired by Ruth Hollis.

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils love their school. They understand and live the school values. Pupils enjoy learning because teachers make lessons interesting, relevant and fun. Teachers explain content clearly and help pupils to improve their work if they are stuck. Pupils achieve exceptionally well during their time at the school.

Pupils have lots of friends at school. If pupils have worries, they are confident these will be sorted by talking to an adult or putting a note in the 'worry monster' in their classrooms.

Behaviour is excellent. Classrooms are quiet places for learning. Pupils get on with their work without disturbance. For pupils who find it difficult to concentrate, the school provides the right support, at the right time, to help them stay on track.

Pupils appreciate the huge variety of clubs at lunchtimes and after school. Most have joined one of the clubs because there is something that interests them. Pupils make a strong contribution to their local community. Pupils enjoy the many educational visits provided.

What does the school do well and what does it need to do better?

The curriculum from early years to Year 6, is broad, balanced and exciting. The school has designed the curriculum so that pupils gain the important knowledge they need to achieve well and have the best life chances. Leaders provide highly effective curriculum training for staff. They ensure that teachers have time to take on board and implement curriculum improvements. Teachers have excellent subject knowledge. This enables them to teach the curriculum consistently well. Teachers carefully check pupils' learning. This helps support pupils to improve their work.

Children in early years make a strong start to learning to read. The school has written their own carefully structured reading scheme. Staff understand how to teach phonics. They do this very well. This helps children, including those with English as an additional language, to learn the sounds that letters make. By the end of Reception, children are well prepared for Year 1. Pupils who need extra help with reading get the support they need. This helps pupils to become fluent readers.

The school promotes a love of reading exceptionally well. Older pupils read a wide range of authors and genres. They often re-read their favourite books and authors. Teachers and librarians closely monitor pupils' book choices. They ensure that pupils read an appropriate balance and range of books.

Children in the early years settle in well from the start. There are strong routines, so children feel safe. Children love the learning activities planned for them, so they concentrate well and take a pride in their work. Children share resources. They work and play well together. The school has carefully designed the curriculum to connect with the Year 1 curriculum. Children are well-prepared for the next stage.

There are robust and effective systems in place to identify and meet the needs of pupils with special educational needs and/or disabilities (SEND). Leaders support teachers in how best to manage the range of needs in their classes. Teachers adapt learning activities effectively, so pupils achieve well in lessons. Leaders are tenacious and relentless in securing external support for pupils with SEND.

Staff have consistently high expectations for pupils' behaviour in class and around the school. Pupils actively follow the behaviour mantra, be brave, be kind, be involved. Pupils respect and care about each other and the staff they work with. They listen attentively and follow directions. Pupils find the restorative conversations, which help them reflect on their behaviour, helpful and transformative. These contribute to pupils' moral and spiritual development.

There is exceptional provision for pupils' personal development. For example, pupils write and take part in opera productions, visit theatres and learn more about fundamental British values at the Houses of Parliament. Pupils learn about the many languages and cultures represented in school. They are well-prepared for life in modern Britain and for the next stage in their education.

The school is constantly looking for ways to improve the provision on offer. This shared drive to develop has led to many improvements. Staff and pupils are proud to be part of the school community. Parents are overwhelmingly positive about the education and care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142732
Local authority	Norfolk
Inspection number	10323764
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	Board of trustees
Chair of trust	Ruth Hollis
CEO of trust	Kim Payne
Headteacher	Felicity Hope
Website	www.stfrancisofassisi.co.uk
Date of previous inspection	12 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one provider of alternative provision. This finishes at the end of term because the school has developed their own provision.
- This is a Catholic school. The most recent inspection of its religious character under section 48 of the Education Act was in 2024, and it will receive its next inspection within four years of that date.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with senior leaders, teachers, a group of governors and representatives of the trust.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector carried out deep dives in early reading, history and mathematics. During deep dives, the inspector discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspector also reviewed the curriculum for science, art and design and history. For each of these reviews the inspector discussed the curriculum with subject leaders, looked at curriculum plans, spoke with some pupils and looked at samples of pupils' work.
- The inspector considered responses to Ofsted's pupil survey and staff survey. The inspector considered responses to the parent survey, Ofsted Parent View, including free-text messages.

Inspection team

Julie Winyard, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024