

Inspection of St Francis Church of England Aided Primary School and Nursery

Teazel Avenue, Bournville, Birmingham, West Midlands B30 1LZ

Inspection dates:	11 and 12 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Jessica Mattocks. This school is part of the Fioretti Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Grainger, and overseen by a board of trustees, chaired by Philip Wood.

What is it like to attend this school?

St Francis is a happy, child-centred school where pupils feel safe and embrace all that is on offer. Many pupils attend morning activities or breakfast club, which are available to all. Pupils say that their teachers are 'amazing'. They really like seeing the smiles on the faces of staff when they arrive each morning. Community links are strong and support the school very well.

Leaders at all levels demonstrate a clear vision for the school. This is built around the values of compassion, honesty, integrity, respect and perseverance. The school focuses strongly on encouraging pupils to aspire to be independent, responsible citizens. Pupils rise to the high expectations set for them. They work hard and achieve well. Relationships and respect are strengths of the school. Pupils behave well, and this helps the school to be a happy place to learn.

Pupils enjoy the many opportunities to play and learn outside, including in the school's woodland area. They learn how to manage risks independently because the school ensures they understand how to stay safe during independent activities. Pupils really like the changes that have been made at lunchtimes. They say they feel much happier now. They enjoy the musical opportunities and range of trips and events. Pupils in Year 6 are particularly excited about their trip to Snowdonia.

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

School and trust leaders have high ambitions for the school. They have quickly identified and focused on the improvements needed. Leaders place a key emphasis on developing teachers' expertise through a variety of professional development. Staff put this learning into practice. They feel it has helped to develop their teaching approaches. Pupils say they enjoy their learning. Staff say leaders consider workload and well-being, including through periods of change. They feel valued and enjoy working at the school.

Leaders have developed an ambitious reading curriculum. The phonics scheme is well embedded. Pupils who are not on track are supported through intervention and additional reading lessons. The school has introduced 'reading journals' for pupils to use. These help pupils explore different reading experiences through a range of activities.

Leaders have designed a curriculum that is ambitious for all, including pupils with special educational needs and/or disabilities (SEND). The curriculum sets out the knowledge, vocabulary and skills they expect pupils to learn in almost all subjects. Some subjects are being developed further to ensure there is full coverage of the curriculum. The new curriculum for mathematics is having a positive impact on pupils' understanding and fluency. This is evidenced by the work in their books and the knowledge they have. Pupils spoke confidently, and their use of mathematics vocabulary is strong. They say that they enjoy their mathematics lessons and like using practical resources to support them.

Leaders ensure that they swiftly identify the needs of pupils with SEND. They provide training and support for staff. As a result of carefully targeted adaptations, pupils with

SEND are confident and independent learners within the classroom. The support these pupils receive helps them to achieve well. Most parents and carers are positive about the support their child receives.

Teachers make regular checks on pupils' learning during lessons. However, there is a variation in approaches to this across classes. This means in some lessons, the learning is not always clear, and pupils are not building knowledge over time. On some occasions, pupils cannot recall key knowledge because clear links have not been made to previous learning.

Pupils' understanding and use of vocabulary in particular subjects was impressive. For example, they could share their knowledge about a broad range of subject content in music. Pupils' learning experience is enhanced further through high-quality experiences such as singing and the opportunity to play a wide range of instruments.

Provision for personal development is extremely positive. Leaders have strong subject knowledge. The teachers deliver a high-quality, broad experience for all pupils. The outdoor curriculum includes lunchtime, and pupils learn to take risks while keeping themselves safe. Pupils can talk about fundamental British values and what life could be like without the rule of law or mutual respect and tolerance. Developing pupils' character is a strength. Pupils enjoy and reliably carry out roles independently. They are proud to take part and represent their school in musical concerts at the Birmingham Symphony Hall, community events and tournaments. One pupil said, 'The school gives us opportunities which open our mind and helps us to prepare for jobs.'

Leaders have created a strong ethos of excellence in early years. Staff carefully plan the curriculum. The environment is well resourced and engaging. It enables children to access and initiate their own learning through carefully organised materials and resources to support learning. Children get off to a flying start through effective teaching of phonics and mathematics. They are happy to talk about their learning. Effective adult interactions help children to explore and develop ideas. As a result, children develop the ability to work independently and carry out tasks with sustained concentration.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The use of assessment is not yet fully in place to support the refinement of the curriculum in all subjects. This means pupils do not always retain the knowledge needed to build on learning. Leaders need to develop the assessments further to ensure pupils' understanding is retained and built upon over time.

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 special educational needs and/or disabilities (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	143434
Local authority	Birmingham
Inspection number	10344109
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Philip Wood
CEO of the trust	Claire Grainger
Headteacher	Jessica Mattocks
Website	www.stfrancisprimaryandnursery.co.uk
Dates of previous inspection	9 and 10 November 2022, under section 5 of the Education Act 2005.

Information about this school

- A new headteacher was appointed in January 2023.
- The last section 48 inspection was carried out in October 2022.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements' quality of education; behaviour and attitudes; personal development; and leadership and management and for any relevant provision judgement early years provision. Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, CEO and director of education for the trust as well as board members from the trust. In addition, inspectors met with the governing body, a representative of the diocese and other senior leaders, including the deputy headteacher and assistant headteacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, the inspectors held discussions with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors observe pupils at different times of the day, including when they arrived at school and during breaktimes and lunchtimes.

Inspection team

Debra Newman, lead inspector

Ofsted Inspector

Kate Wilcock

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 children looked after, 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 2025