

Flore Church of England Primary School

Inspection report

Unique Reference Number	121970
Local Authority	Northamptonshire
Inspection number	380371
Inspection dates	7–8 November 2011
Reporting inspector	Peter Sudworth

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair	Alex Duncan
Headteacher	Janet Stoppani
Date of previous school inspection	12 March 2009
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in nine lessons taught by four members of staff. They held meetings with the Chair of the Governing Body and separately a group of governors, the headteacher, other staff and a group of pupils. They observed the school's work and looked at a range of documentation relating to safeguarding, development planning, pupils' work and the information used to track pupils' progress. The 39 questionnaire responses from parents and carers were analysed, as were staff and pupils' responses to their own questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's strategies to ensure that the more academically-able pupils make good progress.
- The coverage that is given to science and pupils' progress in this subject.
- Pupils' progress in mathematics compared to that in English.

Information about the school

This is a smaller-than-average-sized primary school with four classes, all of which are of mixed ages. All pupils commence the Reception class in the September following their fourth birthday. A high proportion of the children have previously attended Nursery or pre-school groups. Most pupils are of White British background and all the pupils speak English as their first language. The percentage of pupils designated as having special educational needs and/or disabilities is about the same as that found nationally and all of them have learning difficulties. The proportion of pupils who are known to be eligible for free school meals is below the national average. The school has Healthy Schools status and Artsmark Gold Award. It is also an Artsmark Assessor School. The school also has the International Schools Intermediate Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has made good progress since its last inspection. Particularly good progress has been made in the provision for science resulting in the pupils making better progress in this subject than they did. The pupils thoroughly enjoy all their learning experiences and this is reflected in their excellent attendance. Parents and carers are very happy that their children attend the school. As one parent wrote, 'Flore School affords the children an excellent range of experiences both through external visits and the internal activities on offer. The headteacher and the teachers are approachable and friendly.'

The children get off to a good start in the Early Years Foundation Stage. Pupils achieve well because good teaching combined with pupils' excellent attitudes to learning enable them to make good progress throughout the school. A particular strength is the wide range of learning experiences that the pupils engage in. For example, a major strength is in pupils' creative development. Opportunities provided in art, drama and music are good. Pupils thoroughly appreciate this wide range of activities and other enrichment opportunities.

Pupils get along extremely well together. The older know the younger. They care for one another. As one pupil said, 'We feel safe because in the school our friends are around us and we all feel safe together.' They have a good appreciation of healthy lifestyles. Some aspects of their personal development are excellent such as their behaviour, their feelings of safety and their positive attitudes to their work. In class their excellent behaviour is a major factor in the amount of work that they produce because they use their time productively. They want to do well.

The staff plan lessons effectively so that the more able pupils are challenged well. There is no major difference between the pupils' progress in mathematics and English, although pupils do not have enough opportunities to develop styles of writing in subjects other than in English. Connections between subjects are not as well developed as they could be to reinforce learning. Staff set targets for pupils to aim for. However, these are not always written precisely enough for the pupils to know exactly what they need to do to improve and neither are they sure what is involved in getting to the next level in their work.

Staff take good care of the pupils and help them to feel confident in what they accomplish. The good links with the church also support the care taken of the pupils and their families. Self-evaluation is thorough in its detail but nevertheless in a few

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aspects is a little too optimistic. The good progress since the last inspection, good teaching and the good provision made for the pupils indicate that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Develop links between subjects to reinforce pupils’ learning skills and use pupils’ writing skills more widely and meaningfully in different subjects.
- Ensure that pupils can understand their learning targets and also make clear to them how they can get to the next level.

Outcomes for individuals and groups of pupils

2

Attainment on entry is around that expected but, because year group sizes are smaller than typically found, it varies from year to year dependent on the number of pupils with special educational needs who arrive with lower levels of attainment. Pupils make good progress in the basic skills, including those with learning difficulties, because the special programmes for them are finely tuned to their needs. Pupils do well in other subjects, too, such as in science and in art. Pupils periodically exhibit their artwork at national venues which has contributed to The Artsmark Gold award. Pupils develop good speaking and listening skills because teachers provide good opportunities for discussion in class. In a Year 5/6 English lesson to encourage imaginative writing, a pupil took on the role of a seafaring character. The teacher produced a number of objects related to this which prompted other pupils to ask questions of the character. This activity stimulated their imaginations before they began to write. Pupils’ attainment is above average by the end of both Years 2 and 6. In 2011, for example pupils’ writing attainment at the higher level in Year 2 was well above that found nationally as was pupils’ mathematical attainment in Year 6.

Pupils are well-versed in keeping safe out of school. Their good appreciation of healthy lifestyles is shown in their knowledge of what constitutes a good diet. They take part in regular exercise. The receipt of the Healthy Schools status reflects the school’s good work in this regard. Pupils contribute well to the school community through various roles that they fulfil, such as membership of the school council and the Eco committee which give them a sense of responsibility. They engage well in local village events. They support a pupil in Ethiopia. The school’s positive promotion of high moral values helps pupils to develop a secure understanding of right and wrong. Their social development is good. The creative aspect of the curriculum contributes effectively to pupils’ spiritual development.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	2

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Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships between staff and pupils are very positive. The calm atmosphere in lessons assists the pupils' concentration and the quality of their learning. Lessons are planned well with good attention to individual needs. Teachers manage the mixed-age classes well. The teaching assistants play a valuable role in supporting small groups and individuals who need extra help. Visual approaches and the good use of resources help to secure the pupils' interests and understanding. Pupils are aware of what they need to do in lessons to obtain success. Marking is up to date but there is inconsistency between classes in making pupils aware of their next steps in learning. Learning targets are not always sufficiently precise for individuals to understand. Teachers track the progress of pupils well during the year.

The curriculum is well planned. A two-year cycle of themes ensures that the pupils do not repeat work. A particular strength of the curriculum is the wide range of experiences that the pupils participate in. Visits to places of interest such as Roman sites, museums, theatres, galleries, the work place, for example to see pizzas being made, add zest to learning. Equally visitors with particular expertise, such as scientists, artists and musicians, help to widen pupils' interests and knowledge. Recently magistrates conducted a mock trial for older pupils which enhanced their knowledge of the justice system. The range of extra-curricular activities for the size of the school is good and the sporting element contributes well to pupils' healthy life styles. Much of the curriculum is vibrant but there are missed opportunities to make links between subjects to re-enforce learning. For example, not enough attention is given to the application of writing styles within different subjects. Pupils eagerly participate in school drama productions based on Shakespearean themes and video evidence indicates that they equip themselves well in these.

The staff provide a warm, welcoming and caring environment and pupils and parents

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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and carers feel confident to discuss any matters of concern. The overall ethos promotes pupils’ personal development well. Links with other agencies are effective in support of those pupils who experience emotional or learning difficulties. Induction to the school is organised well and includes home visits. Good arrangements are made for pupils transferring to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school development plan identifies the correct priorities for attention with a clear focus on standards. Leaders embed ambition and drive improvement well. Monitoring by the headteacher and by teachers themselves of lessons and examination of pupils’ completed work is very regular. The well-written evaluations which follow such activities give detail of both strengths and aspects for development.

The governing body is well-organised and has a good level of expertise. Each member has specific responsibilities. Governors monitor these aspects by visits to the school and report back to their fellow governors. Governors are keen to develop their skills further and several attend training courses so that they can be even more incisive and challenging. Safeguarding arrangements are good because training in this matter is kept up to date. A careful watch and well-documented records are kept of pupils who may be vulnerable. Although the governing body has not carried out a formal audit of community cohesion, the school has a written plan to develop this aspect further. There are already good links with a school which is more ethnically diverse within the local authority and with which occasional exchange visits take place. Its developing links with schools abroad is reflected in the recently acquired International Schools intermediate award.

The school engages well with its parents and carers but recognises that the website could be updated so that parents have the most recent information about the school. Parents are informed in advance of the work that their children will be studying and meetings take place periodically about teaching methods. The parents association is active and supports the school well in the provision of extra finance for different aspects of its work. Reports to parents and carers about their children’s work are particularly well detailed and informative. These include a performance grid which provides progress towards pupils’ individual targets and levels of attainment in relation to age related expectations.

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Partnerships with other local schools, including the secondary school, support the sharing of ideas and expertise effectively. Good arrangements are made to bring pupils with different talents together to develop their skills further. Leaders make every effort to ensure that all pupils have equality of opportunity. The school does not tolerate discrimination and encourages all pupils to develop their talents.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good relationships and a friendly environment enable the children to settle quickly to school. Good teaching enables the children to make good progress and the children’s attainment is often above average by the end of the academic year. Teaching blends effectively class or group work with the children’s individual choices. Children discussed amicably together and busily arranged their camouflaged den for their own play purposes in the outside area. Letter sounds and early mathematics are taught well. In one activity the children counted backwards and forwards to ten and then put on numbered hats and had to arrange themselves in the correct order.

Leadership of the provision is good. Induction arrangements are effective and include home visits so that the school gains a good understanding of each child and the parents can learn about the school’s systems. Children’s progress is tracked carefully. Thorough assessments are made of each child’s development in different aspects of their learning and evidence is well documented. However, full advantage is not always taken of what individual children have accomplished to develop their learning competencies further. The outside area is somewhat restricted but the partial covering permits all year and all weather use and it is well supervised.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents responding to the questionnaire was about the same as that usually received. The overwhelming majority of respondents express positive views about the school and all state that their children enjoy school, that teaching is good and that the school meets their children’s particular needs. Nearly all feel that their children make good progress. These views are confirmed by the inspection. Written comments were very largely positive. A very few individual expressions of concern were raised but these were personal to their children and there was no underlying theme to these.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flore Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	67	13	33	0	0	0	0
The school keeps my child safe	29	74	8	21	2	5	0	0
The school informs me about my child’s progress	20	51	18	46	1	3	0	0
My child is making enough progress at this school	19	49	18	46	2	5	0	0
The teaching is good at this school	25	64	14	36	0	0	0	0
The school helps me to support my child’s learning	25	64	12	31	2	5	0	0
The school helps my child to have a healthy lifestyle	23	59	15	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	44	17	44	2	5	0	0
The school meets my child’s particular needs	18	46	21	54	0	0	0	0
The school deals effectively with unacceptable behaviour	20	51	13	33	3	8	0	0
The school takes account of my suggestions and concerns	20	51	13	33	4	10	0	0
The school is led and managed effectively	20	51	14	36	4	10	0	0
Overall, I am happy with my child’s experience at this school	25	64	13	33	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 November 2011

Dear Pupils

Inspection of Flore Church of England Primary School, Northampton NN7 4LZ

Thank you for your warm welcome, for talking to us about your school and for sharing your work with us. We enjoyed our visit a great deal. You attend a good school. We were impressed with the wide range of activities that you do in school. You look after each other very well. We thought that your behaviour was excellent and also your feelings of safety. Your attendance is excellent. Keep it up! You obviously enjoy school a great deal.

Your parents and carers are very pleased that you attend Flore Primary School and they are pleased with your progress. We found that you make good progress and often reach a standard that is higher than usual. The teachers work hard and do their best for you.

We have two suggestions to make to help the school in its development. Firstly we have asked the school to link subjects more closely together so that you can develop your skills in different subjects and your writing skills further. Secondly we have asked the staff to make your targets for mathematics and English clearer so you understand these better and also enable you to know what you have to do to get to the next level. You can all help by working hard at these targets and reading what you need to do to get to the next level.

Thank you once again for all your help. I wish you all well in the future and trust that you will continue to work hard and do your best.

Yours sincerely

Peter Sudworth
Lead inspector

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