

Florendine Primary School

Florendine Street, Amington, Tamworth B77 3DD

Inspection dates

20–21 January 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders have created a culture where all staff are determined to improve outcomes for pupils. As a result, the school has improved well since its last inspection.
- Subject leaders have developed and implemented a curriculum which engages pupils well in their learning. They have ensured that teaching and outcomes continue to improve. Both are now good.
- Teaching, learning and assessment are good with teachers and teaching assistants using their strong subject knowledge to develop pupils' learning in all subjects.
- Pupils of all abilities, including those with disabilities or who have special educational needs, make good progress, particularly in reading. They leave school well prepared for their secondary education.
- Disadvantaged pupils make the strongest progress of any group in school due to the specific teaching they receive.
- Marking is effective in all year groups due to teachers using their agreed policy well.
- Pupils enjoy coming to school. They value the support they receive in developing a good understanding of British values.
- The early years is well led. Children make good progress in all areas of learning due to the good teaching they receive.
- Pupils are safe and they say they feel safe. Their behaviour around school is good and they show positive attitudes to learning. Such attitudes contribute well to their spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Pupils do not use accurate grammar, punctuation and spelling skills in all their writing.
- Teachers do not check that pupils are able to tackle harder mathematical problems effectively.

Full report

What does the school need to do to improve further?

- Improve teaching, and accelerate pupils' progress in writing and mathematics, by ensuring that:
 - pupils use accurate grammar, punctuation and spelling skills in all their writing
 - teachers check that pupils are secure in using specific mathematical skills before tackling problems which involve reasoning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and governors are ambitious for the school. They have created a positive atmosphere where staff work well together. Pupils enjoy their learning and achieve well.
- Senior leaders have implemented processes which enable them to gain a more accurate view of how well staff and pupils are performing. These improvements in monitoring, and their knowledge of pupils' progress, have better informed their discussions with staff. Teachers value this as it provides them with a clear understanding of what they need to do to improve and how to achieve this. As a result, all teachers continue to improve their practice.
- Subject leaders have developed effective leadership skills. They support senior leaders well by providing useful information about how well teachers and pupils are performing in their subjects. For example, they have evaluated the extent to which marking and feedback contribute to pupils' progress.
- Subject leaders have fully implemented recent changes to the National Curriculum. They work well in teams, which ensures that key skills are taught in the relevant classes, some of which contain pupils of different year groups. Leaders are now working closely with other schools to develop their assessment arrangements so that they better reflect new national requirements.
- Leaders and staff ensure that the curriculum places a firm emphasis on pupils' spiritual, moral, social and cultural development. Good provision in the early years ensures that children develop strong values from a young age. Children participate well in activities which are designed to encourage them to talk about their ideas and opinions.
- The school uses its pupil premium funding effectively. A leadership role has been created for a member of staff to oversee the progress of disadvantaged pupils. She works with teachers to understand the specific needs of individual pupils and then supports pupils by working with them at the end of the school day. This ensures that this group of pupils make at least good progress. Families are encouraged to support by spending more time in school working with their children. As a result, disadvantaged pupils' attendance has improved. Currently, the progress of disadvantaged pupils is better than that of other pupils in the school.
- As a result of effective leadership, disabled pupils and those who have special educational needs make good progress in their reading, writing and mathematics work. Senior leaders ensure that teachers and teaching assistants know what individual pupils need to do to make better progress, and carry out regular reviews to check how well they are progressing. If pupils are not making the desired progress then changes are made to the programmes of support.
- The local authority knows the school well. It has been effective by providing specific support to help leaders deliver their school improvement priorities. It recognises the positive changes made by the school since the last inspection.
- All leaders and staff ensure that pupils tolerate and respect people who have different faiths or no faith. Strong relationships between staff and pupils, including those seen with lunchtime staff, lead to pupils feeling safe and secure in school. Discrimination does not occur. Leaders make sure that all pupils are taught values such as democracy, and have an equal opportunity to succeed. As a result, pupils are well prepared for life in modern Britain. Pupils say they are proud of their school.
- The school has made effective use of primary school physical education and sport funding. It has met its aims by providing pupils with more opportunities to participate in a wide range of activities, including fencing, tennis and gymnastics. Leaders have evaluated the quality of teaching and listened to pupils' views about sport. More pupils now say that physical education is one of their preferred subjects in school. This shows that the funding has helped improve physical education.
- Senior leaders ensure that all staff and governors are familiar with safeguarding processes. All relevant policies are kept up to date and reviewed in light of local and national guidance.
- **The governance of the school**
 - Governors have played an important role in improving the school since the last inspection. They have challenged the headteacher effectively. They have ensured that other staff have been given the opportunity to develop leadership skills. For example, they have provided funding to enable subject leaders to spend more time carrying out their monitoring work.

- The headteacher provides clear reports about the performance of teachers. This enables governors to keep well informed. They use this information to make decisions about pay awards and reward only good teaching with increases in salary. In recent years, governors have tackled weaker performance effectively. This has resulted in good teaching through the school.
 - Governors each have specific roles, including those relating to finances and the performance of pupils in individual year groups. They check out the extent to which pupils are enjoying and engaged in their learning. They use this, and other information provided by school leaders, to check that pupils' progress in every year group is good. Governors ensure that the pupil premium is being used effectively to raise the attainment of disadvantaged pupils. As a result, governors have a good understanding of the performance of the school.
 - Governors have a clear understanding of the skills and experiences within the board. The Chair of the Governing Body ensures that such knowledge is used well to inform the appointment and induction of new members. This supports the governing body well in holding the school to account effectively.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teachers and teaching assistants work well together. They ensure that all pupils receive the support they need during lessons. Staff have secure subject knowledge and use this to ask questions skilfully in order to check and develop pupils' understanding.
- Teachers ensure that pupils understand the purpose of their learning. Pupils talk about how planning helps them develop better ideas for their writing. For example, in Year 6, pupils took time to explore dilemmas and then wrote passages showing clarity in their understanding. Staff were skilful in asking questions which supported pupils in developing their own opinions.
- All adults manage pupils' behaviour well. Routines are well established at all times of the school day. This results in orderly classrooms where pupils can concentrate on their learning. Positive relationships are seen throughout the school and, consequently, pupils get on sensibly and enjoy their learning. Teachers treat pupils with care and fairness, which means that pupils, in turn, like and respect their teachers. They are keen to please them by working hard and behaving well.
- Teachers have high expectations of how pupils should present their work. Pupils respond well and consistently display their work neatly. For example, pupils use joined handwriting in their books in all subjects. This shows that pupils have good attitudes to their learning.
- The teaching of disabled pupils and those who have special educational needs is effective. This is because all relevant staff know precisely what these pupils need to do. Pupils enjoy this teaching and, as a result, look forward to their small-group sessions and make good progress.
- Teachers ensure that disadvantaged pupils make at least good progress in all subjects. They do this by providing detailed feedback to pupils about their learning. They ask questions which make pupils think for themselves, and they mark with extra care to ensure that pupils know precisely what they need to do to improve their work.
- Pupils say that they enjoy their homework. This is because teachers make it clear what is expected. Pupils regularly complete homework tasks and parents engage well in this process. Children's development in early reading is strengthened with regular support from parents who read with their children at home.
- Reading is taught well, with teachers and teaching assistants using their strong subject knowledge to support pupils effectively in developing their early reading skills. Teachers in the early years and in Key Stage 1 use information about how well pupils read to challenge them effectively when learning phonics (understanding of letters and the sounds they make). Pupils are quick to secure skills. Good practice is maintained through Key Stage 2, where pupils enjoy reading in a range of subjects.
- Mathematics is taught well to all ability groups. Pupils' books show they have made good progress from the start of this academic year. Pupils have responded well to guidance provided by their teachers. Teaching of mathematics is not yet outstanding as pupils sometimes struggle working on more difficult tasks, which often require reasoning skills. This is because teachers do not consistently check that pupils have a good understanding of specific skills before working on such problems. Pupils in Year 1, for example, were not secure in counting strategies and therefore struggled in tackling a problem which required such skills. When teachers do check that pupils are secure in their understanding, pupils thrive on the harder work.

- Pupils' writing has improved well, particularly from the start of this academic year. Innovations, which are designed to help pupils improve their own writing, have shown a positive impact in pupils' literacy books and across other subjects. However, despite pupils learning specific grammar, punctuation and spelling skills well, they do not consistently apply these skills in their writing across subjects. This means that pupils do not control their writing as well as they might, for example using commas inaccurately.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders, including governors, recognise the importance of children's welfare by ensuring that all policies are reviewed and kept up to date. Such policies include those relating to child protection. All staff working with pupils are checked to ensure that they are suitable to carry out their roles.
- Leaders ensure that all staff attend regular training related to pupils' welfare, and then check that staff follow agreed processes. This has led to the development of a school environment in which pupils feel safe and can thrive. Parents agree that their children are safe. They value the support they receive from the school about issues, such as how to stay safe when working and playing online.
- Different groups of pupils are supported effectively in their learning. For example, strong partnerships with external agencies, such as those with expertise in speech and language development, enable disabled pupils and those who have special educational needs to make good progress. One pupil said, 'Everyone's really kind and the teachers always help you.'
- Parents and pupils agree that bullying is rare. When it does occur staff deal with it quickly and effectively. Pupils have a good understanding of bullying and how it can take different forms, such as cyberbullying. Staff are vigilant both in classrooms and around school, which helps ensure that discrimination does not occur.
- Pupils display positive attitudes to their learning. This is because they are challenged with work that is mostly well matched to their ability. Such challenge motivates all groups of pupils and this contributes well to their spiritual, moral, social and cultural development.
- Pupils are able to talk about their understanding of British values, such as democracy and the rule of law, and where examples can be seen around school.

Behaviour

- The behaviour of pupils is good. Pupils move sensibly around the school building and play well with each other on the playground. Pupils and parents hold positive views about the behaviour in the school and value the strong relationships that exist between their children and staff.
- Pupils' conduct is good. Pupils report occasional disagreements between each other at break times. They are reassured in the knowledge that they often resolve such issues themselves or talk with supervising staff who then support them. Staff are vigilant in ensuring that incidents are followed through and reach a satisfactory conclusion.
- Pupils are courteous, friendly and supportive of their classmates. They collaborate well. For example, in a Year 2 mathematics lesson, pupils discussed measurement work in pairs to ensure that they were accurate in using tape measures. Pupils show consideration and respect for people's different views.
- Pupils demonstrate a good knowledge of different cultures and faiths, which helps to promote equality. Pupils enjoy attending the breakfast club where they get on well with each other.
- Attendance improved last year, resulting in the overall rate being above the national average. School leaders challenge parents well when absence becomes a concern. Leaders recognise that this challenge needs to continue in order for such attendance rates to be sustained and improved on. Attendance so far this year has been lower than previously.

Outcomes for pupils

are good

- Most children start in Reception with skills and understanding that are broadly typical for their age. They make good progress. Last year, more children than the national average joined Year 1 having reached a good level of development across all areas of learning in Reception.
- Pupils currently make good progress through Key Stages 1 and 2. This leads to improved attainment in each year group, which means that pupils are better prepared for the challenges in the next academic year.
- In 2015, Year 6 pupils attained results in English and mathematics which were broadly in line with the national average. The results showed good improvement from the previous year. They left school well prepared for their secondary education.
- Disabled pupils and those who have special educational needs make consistently good progress. This is due to the effective leadership, management and teaching of this group of pupils. Pupils' progress is closely monitored, with plans adapted and changes made to the work where this is needed.
- The progress of disadvantaged pupils shows improvement over the past three years. By the time this group of pupils leaves the school, they will have narrowed the gap when compared with other pupils in the school and nationally. In 2015, their attainment was approximately one term behind in reading and writing when compared with other pupils nationally. In mathematics they were three terms behind and in grammar one term ahead. When compared with the attainment of their classmates, gaps are similar in reading and writing, narrower in mathematics and further ahead in grammar.
- In every year group, pupils make good progress in reading. In recent years, pupils attained well in the Year 1 phonics screening check. There was a dip in results last year. Leaders understand why this occurred and have been more rigorous in tracking how well pupils are performing currently. As a result, pupils are on track to attain better results this year. Pupils enjoy their reading and are well motivated in every year group.
- Although progress in writing is good across the school, pupils do not use their grammar, punctuation and spelling skills consistently well when they write. This results in pupils making less rapid progress because they do not practise and embed these skills in their writing.
- Pupils' progress and attainment in mathematics are improving well. Progress is restricted when pupils are less competent and confident in applying their mathematical skills in activities which demand reasoning.
- Most-able pupils currently make good progress in reading, writing and mathematics throughout the school. They are attaining higher levels than last year as a result of better progress.

Early years provision

is good

- The early years is well led and managed. The leader knows why children are now making better progress because she evaluates the changes in the curriculum effectively. She is clear in her vision for further improvement.
- Teachers, ably supported by teaching assistants, accurately assess children's skills and understanding when they arrive in Reception. They closely check children's ongoing progress and adapt planning accordingly. Staff are skilled in probing children's understanding: for example, children were asked questions about their understanding of ice and then encouraged to explore their ideas through different activities.
- Children learn, and are well taught, across a wide range of subjects. As a result of such good teaching, children of all abilities make good progress through the Reception Year in all areas of learning, and are well prepared for Year 1.
- Staff support children's spiritual, moral, social and cultural development well in the Reception Year. They encourage children to express their opinions and choices freely. Activities are designed which encourage children to discuss their ideas.
- Children behave well and know how to stay safe. They understand adults' expectations and make sure they live up to them. Parents talk about how their children are happy in school, and value the opportunities they have to share knowledge of their child's learning and play in the home.

School details

Unique reference number	124155
Local authority	Staffordshire
Inspection number	10002478

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Sandy Price
Headteacher	Ian Crookes
Telephone number	01827 475778
Website	www.florendine.staffs.sch.uk
Email address	office@florendine.staffs.sch.uk
Date of previous inspection	24 October 2013

Information about this school

- Florendine is similar to the average-sized primary school.
- Children in the early years are taught in two Reception classes: one as a single age group and the other mixed with Year 1 pupils. All other pupils are taught in classes with either single or mixed-age year groups.
- A very large majority of pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is lower than the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school runs a daily before-school breakfast club for its own pupils.
- The school works closely with a local leader in education from St. Chads Primary School.

Information about this inspection

- Inspectors visited 13 lessons, three of which were observed with senior leaders.
- Inspectors talked to pupils about their reading and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, staff and a local authority adviser.
- The 38 responses to the online Parent View questionnaire were taken into account. Inspectors also spoke with parents and carers.
- The views expressed in questionnaires returned by 18 members of the school staff were considered.
- Inspectors observed the work of the school, looking at a range of documentation. This included an examination of work in pupils' books with the English and mathematics subject leaders.
- The school's child protection and safeguarding procedures were scrutinised.

Inspection team

Jeremy Bird, lead inspector	Ofsted Inspector
Benedict Cox	Ofsted Inspector
Deborah Jenkins	Ofsted Inspector

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