

# Inspection of Flore Church of England Primary School

The Avenue, Flore, Northampton, Northamptonshire NN7 4LZ

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Inspection dates: 8 and 9 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

This is a small, friendly school where everyone is welcome. Pupils are proud of their school. 'It won't take you long to fit in,' was a typical comment from pupils. They like their teachers and enjoy lessons. Pupils enjoy the range of clubs that the school offers. Pupils with special educational needs and/or disabilities (SEND) are supported and included in all activities.

Parents and carers say that the staff at the school care well for all children. One parent's comment was typical of many: 'My child goes to school with a smile and comes out with an even bigger smile.'

Pupils are polite and well mannered. They say that adults take time to get to know them and help them to understand different viewpoints. They are confident that their teachers will help them if they have a problem.

Pupils say that bullying does not happen at their school. They felt that everyone is respectful towards each other. However, not all pupils demonstrate the high standards of behaviour expected of them throughout the school day.

Pupils find some subjects difficult. Sometimes teachers do not break down the key knowledge into small enough steps.

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

Parents recognise that the school is improving. After a period of significant change, leaders have provided stability and direction for the school. Many of the systems that leaders are implementing are new. Staffing and recruitment remain a priority for leaders.

Leaders are redesigning the school's curriculum. This work is still in its early stages. In a few subjects, leaders have outlined the key knowledge that they want pupils to learn, from early years to Year 6. However, these plans need further refinement.

The leader for mathematics has a clear understanding of what is working well and what needs to be improved. Pupils develop their understanding of how to use mathematical language and vocabulary well. For example, older pupils described how the digits changed when multiplying or dividing a number by 1,000.

Subject leaders have not developed the skills to check how well the curriculum is implemented. In many subjects, learning is not well planned. Pupils, including those who are learning English as an additional language, do not learn in a logical order.

Pupils enjoy reading books. They can talk about their favourite authors and the types of books they like to read. Teachers promote a love of reading by providing books that match pupils' interests.

Staff have received some training in the new phonics programme. Pupils receive reading books in school that are well matched to their reading ability. However, pupils at the early stages of reading do not practise sounding out words often enough.

Pupils with SEND receive additional support. Some of these pupils have a specific programme matched to their needs. Leaders work with other agencies to ensure that the needs of pupils with SEND are met.

Children in early years are in a mixed-aged class. They have opportunities to develop their knowledge in all areas of learning. However, learning is not always well planned. Routines are not well established. Expectations of behaviour are not clear. This disrupts children's learning.

Pupils enjoy a range of activities in school, including sports, music and art clubs. Trips and residential visits are modified to ensure that pupils with SEND can take part. Pupils in Year 6 commented on how their teachers help them prepare for their move to secondary school.

Staff are proud to work at the school. They recognise the positive changes that leaders have introduced. Leaders are considerate of staff's workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils and families well. Leaders build positive relationships with families and are quick to identify any emerging concerns. All staff have regular safeguarding training. Leaders have recently adopted a new system for recording safeguarding concerns. They have started to connect patterns in pupils' behaviour and attendance and recognise that these may indicate safeguarding concerns.

Pupils understand how to manage risks online. They say that adults in school educate them to make 'informed decisions' to stay safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's approach to the teaching of early reading is not consistently implemented. Pupils do not receive sufficient practice to decode words in their reading and writing. This does not help pupils to learn to read quickly and efficiently. Leaders should ensure that all staff have the knowledge and expertise to implement the new phonics programme so that all pupils, including those who are learning English as an additional language, learn to read fluently and confidently.

- Leaders are in the early stages of designing a curriculum in most subjects. Currently, the curriculum does not identify the knowledge that all pupils, including pupils who are learning English as an additional language and children in early years, should learn. Therefore, pupils do not receive precisely focused teaching that enables them to know more and remember more as they progress through the school. Leaders should ensure that the curriculum sets out what pupils should know in all subjects, and in what order, from early years to Year 6.
- Subject leadership is in its early stages of development. Some leaders do not have a strong overview of a curriculum area. Senior leaders should ensure that subject leaders have the necessary knowledge, confidence and expertise to check on the implementation of their subjects.
- Clear expectations and routines are not established in early years. This means that children do not develop their personal, social and emotional skills and language knowledge quickly. Leaders should ensure that routines support all children, including those at the early stages of learning English, to be ready to learn. Leaders need to ensure that children are engaged in meaningful activities that develop their concentration, curiosity and enjoyment, so that children are ready for the next stage in their education.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121970
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10212511
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Daniel Lister
<b>Headteacher</b>	Sarah Dugdale (Executive Headteacher) Ian Heard (Head of School)
<b>Website</b>	<a href="http://www.flore.northants.sch.uk">www.flore.northants.sch.uk</a>
<b>Date of previous inspection</b>	6 December 2016, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, there have been significant changes in leadership. The chair of the governing body and the executive headteacher took up post in April 2020. The executive headteacher has leadership over two local schools. The head of school took up post in January 2021.
- The school's leadership structure is not yet complete. Currently, the executive headteacher has oversight of SEND provision. Plans are in place to ensure that this role is met.
- The school's most recent Statutory Inspection of Anglican and Methodist Schools (under section 48) took place in June 2019.
- The school has recently welcomed a community of refugee pupils from Afghanistan.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held meetings with senior leaders, representatives from the local authority and the local governing body.
- Deep dives were conducted in the following subjects: early reading, mathematics, science and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning. Aspects of the school's personal, social, health and economic education programme as well as history were also sampled.
- Inspectors analysed information on attendance, behaviour logs and safeguarding records. This included the school's single central record. The lead inspector met with the designated safeguarding lead to consider the school's safeguarding procedures, policies and training records, and sampled some safeguarding records.
- Pupils' behaviour was observed at various times of the day, including in lessons, around the school and at lunchtime. The school's records on behaviour were also considered.
- The views of parents, pupils and staff were considered through Ofsted's surveys. Inspectors also met some parents during the inspection to hear their views.

### **Inspection team**

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