

Inspection of Flore Church of England Primary School

The Avenue, Flore, Northampton, Northamptonshire NN7 4LZ

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at this inclusive village school say it is like home. Staff and friends are their 'school family'. One pupil, typical of many, explained this saying, 'everyone is kind, we trust each other'. Pupils feel safe in school. They know that trusted adults are there to help them if they are worried. Parents agree and talk about feeling part of the 'strong, supportive school community'. They appreciate the links with the local community, including visits to the church and May Day celebrations with the whole village.

Staff have high expectations for pupils' achievement. Pupils listen attentively to their teachers to gain new knowledge. Pupils are eager to share learning and ideas with their friends as they join in partner talk. The youngest children enjoy learning to share. They take turns when the older pupils act as sports leaders during playground games.

Pupils respect one another and say that everyone behaves in school. On the rare occasion when this doesn't happen, pupils say that they give each other a chance to calm down and sort it out. Older pupils share what they learn from working with young leaders across the country. They teach younger pupils how to respect one another's points of view and flourish.

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

The foundations of learning begin in the Reception Year. Children quickly settle into school life. They learn 'super sitting' from the key stage 1 role models in their mixed-age class. Activities planned for the youngest children prepare them for future learning. For example, they learn about the properties of different materials when they squash and bend them. Older pupils then see how the strength of materials can be changed when constructing bridges using paper.

Curriculum plans typically identify what pupils need to know and be able to do. This prepares them well for the next stage in their learning. In a few subjects, plans are still being refined. In these subjects, the curriculum does not consistently identify which knowledge is the most important for pupils to learn. The school has started to make links between different subjects of the curriculum. This gives pupils the opportunity to revisit and apply their learning. For example, pupils use their knowledge of measurement in mathematics when building bridges in science.

Teachers have good subject knowledge. They carefully explain and model what they want pupils to learn. Pupils are given chances to practise these skills. Teachers notice when pupils do not fully understand something. Pupils' misconceptions are then addressed through further discussions with teachers, for example being given extra prompts to recognise sounds.

Innovative approaches develop pupils' love of reading. They enjoy recommending favourite books from home during the weekly 'book flash' and sharing stories with

parents in school. Children learn phonics right from the start of their schooling through consistent teaching. They take turns and read with expression. Adults quickly notice if children fall behind and give them the right help to catch up. Pupils with special educational needs and/or disabilities (SEND) are spotted straight away. Staff work closely with parents to make sure that pupils with SEND learn the same curriculum as their peers.

Pupils' behaviour is exemplary. They listen carefully and support each other to learn. Each class creates a 'charter' at the beginning of the year. They make and keep promises to respect and listen to each other. Pupils' attendance has rapidly improved over recent times.

Pupils appreciate the many and varied opportunities they have in school. Everyone can take part in sport. They are proud to win inclusive championships, such as boccia and curling. Pupils take pleasure in inviting their parents into school for crafting events. Taking part in clubs and learning musical instruments are important parts of school life for many pupils. They love to lead school assemblies as each class shares what they have learned with the rest of the school. Pupils explain that everyone is encouraged to be themselves and say that all are welcome at their school. While some pupils know about protected characteristics, others do not. The school has not ensured that pupils have the chance to meaningfully revisit this knowledge.

Staff are proud to work together and enjoy being part of the school family. They appreciate the consideration of their workload and know their views will be listened to. The governors know the school well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum plans do not make clear the most important content that pupils are expected to know and remember. This means that pupils' recall of this content is not as strong as in other subjects. The school needs to further refine these curriculum plans to ensure that the most important content that pupils should know and remember is consistently clear.
- Pupils' understanding of the importance of equality is not as developed as it could be. They cannot always recall what the protected characteristics are or describe their significance. The school should ensure that across the curriculum, pupils have the opportunity to revisit what they have learned about protected characteristics and deepen their understanding.

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	121970
Local authority	West Northamptonshire
Inspection number	10324105
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair of governing body	Daniel Lister
Executive Headteacher	Sarah Dugdale
Website	www.flore.northants.sch.uk
Dates of previous inspection	8 and 9 March 2022, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England school within the Diocese of Peterborough.
- The last section 48 inspection of the school's religious character took place in June 2019.
- The school does not use any alternative provision.
- The school operates a breakfast club and after-school club on the premises.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the inspectors met with governors and a representative from the local authority.
- Inspectors met with the executive headteacher and the head of school.
- Inspectors carried out deep dives in early reading, mathematics, science and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work (where relevant). They observed pupils reading to a familiar adult.
- Inspectors visited the breakfast and after-school clubs. They observed pupils' behaviour in lessons and around the school.
- Inspectors also looked at planning for foundation subjects in history, modern foreign languages and computing.
- Inspectors met with leaders responsible for pupils' personal development, behaviour and attendance, early years and leaders responsible for the provision for pupils with SEND.
- Inspectors considered the responses to Ofsted's online survey, Parent View, and the results of the Ofsted surveys for school staff and pupils. They met with groups of staff and pupils and parents on the playground.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Ann Davey, lead inspector

Ofsted Inspector

Moirá Dales

Ofsted Inspector

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