

# Floreat Wandsworth Primary School

305 Garratt Lane, London SW18 4EQ

## Inspection dates

9–10 May and 12 June 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have made sure that this new school has got off to a good start. It is a happy, welcoming community. Pupils' excellent conduct contributes to their good outcomes.
- Leaders provide clear leadership and are strongly backed by staff. All share the school's code of values and impart these consistently to the pupils.
- Leaders engage with parents and carers successfully. There is a strong sense of community. Leaders make sure that there is a real partnership between school and home. This helps parents to support their children's learning.
- Pupils' personal development is outstanding. The school's strong and sustained focus on building pupils' character ensures that they are articulate, confident and resilient. They are kind to others and respect those of all backgrounds. Leaders and staff look after pupils exceptionally well.
- The early years provision is extremely strong. The provision is expertly led with a sharp focus on improvement. Well-chosen activities and resources stimulate children's thinking and help them to find things out for themselves. Children are very well prepared for Year 1.
- In key stage 1, adults know the pupils well. The teaching of reading, writing and mathematics is typically strong. Adults set tasks that are well matched to pupils' needs.
- Leaders and governors work together effectively to ensure that pupils in key stage 1 make good gains in their learning, particularly in reading, writing and mathematics. This includes disadvantaged pupils, the most able and those who have special educational needs (SEN) and/or disabilities. Pupils' attainment in these subjects is high.
- Leaders and governors make sure that the curriculum is varied and covers a wide range of subjects. Pupils' learning is enriched with stimulating clubs and extra-curricular activities.
- Leaders have designed an ambitious curriculum around the knowledge they expect pupils to acquire. However, leaders have not ensured that teaching in science, history and geography is as demanding as in reading, writing and mathematics. Pupils' outcomes across the curriculum are not typically as strong as in English and mathematics.

## **Full report**

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

- Leaders and governors should ensure that teaching and pupils' progress in all curriculum subjects are as strong as in reading, writing and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders and staff are ambitious for their school. Together, they have created a happy and harmonious school, underpinned by their vision to ensure that 'every pupil flourishes'. The school is well placed to improve. The headteacher and his team continually seek the most effective ways to strengthen pupils' outcomes.
- Leaders maintain a sharp focus on ensuring that the quality of teaching promotes strong gains in pupils' reading, writing and mathematics skills. They visit classrooms frequently to see how well pupils learn. They provide teachers with helpful advice and high-quality training to help them develop their classroom practice. Staff are motivated and keen to act on the guidance they receive in order to maximise how well pupils learn. For example, an inspector visited a training session in which staff learned how to improve their phonics teaching skills. Inspectors saw how the key messages were implemented successfully in the next day's teaching.
- Staff back their leaders strongly and share leaders' distinctive code of values. As a result, pupils develop excellent social skills and feel safe, secure and protected from unkindness. The school promotes pupils' spiritual, moral, social and cultural development successfully. For example, in an assembly seen during the inspection, pupils thoughtfully explored the headteacher's challenge to them: 'How can you be better today than you were yesterday?' In such ways, the school encourages pupils to think for themselves and develop strong moral qualities.
- Leaders encourage parents to play a full part in the life of the school. Parents benefit from a wide range of activities that enable them to understand what their children are learning and how they can help. Parents who spoke to inspectors and who responded to the Ofsted online survey of their views were highly positive about the school. As one parent commented: 'The school fosters an excellent community spirit.'
- Leaders make effective use of additional government funding streams. The funding for pupils eligible for the pupil premium promotes good outcomes. Disadvantaged pupils make similarly good progress in their learning as their peers. The provision for pupils who have SEN and/or disabilities is led well. Through well-targeted use of extra funding, leaders ensure that pupils' needs are planned for and met effectively.
- Additional funding for primary sports is used well. Pupils benefit from opportunities to try out new activities, such as tennis and participate in inter-school matches. Leaders have made sure the impact of the funding is sustainable because teachers learn key skills from the sports coaches so that all can continue the good work.
- The curriculum is rich and stimulating. Pupils take part in a wide spectrum of activities, clubs and visits to places of interest. These activities are often well selected to support what pupils are learning and to stimulate pupils' thinking. For example, a history workshop activity took pupils to the dawn of civilisation, teaching them how to hunt and use animal skins for survival.

- The curriculum provides plentiful opportunities for pupils to learn about and practise British values. For example, Year 1 pupils who drew a storyboard on the fate of Charles I explained to inspectors the arguments of both sides in the civil war. Pupils put their understanding of democracy and tolerance to good effect. They are respectful to others and get on well with those from all backgrounds and heritages.
- Leaders have a clear vision for the curriculum. They have high expectations for the knowledge and vocabulary that pupils should learn in each subject. Pupils make sustained progress and attain high standards in reading, writing and mathematics in key stage 1. However, leaders have not made sure that teaching and pupils' progress across the curriculum is as strong as in reading, writing and mathematics.

### **Governance of the school**

- Governors provide strong support to leaders and hold them to account effectively for the school's performance.
- Governors take an active interest in the life of the school. They visit it often to see its work for themselves, and share their findings with other governors.
- Governors receive high-quality information from the headteacher on the work of the school. They use the information well to ensure that the school runs smoothly and is focused on improvement.
- Records of governors' meetings show that they question and probe leaders to check that pupils learn well and that teachers teach well.
- Governors work closely with leaders to ensure that additional government funding is used effectively.
- Governors are well trained and successful in keeping pupils safe.

### **Safeguarding**

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school, shared by all adults. Pupils are not afraid to speak to adults or share any concerns they may have.
- Staff training on safeguarding is thorough and up to date. Staff are trained to identify concerns and to look out for possible signs that pupils are at risk of harm. Staff know how to report concerns. The school works effectively with external agencies, such as those provided by the local authority, to ensure that pupils are kept safe.
- Leaders check adults' suitability to work with pupils in accordance with statutory requirements. The record of these checks is well maintained.
- The vast majority of parents who spoke to inspectors or who responded to Ofsted's online survey agree that their children are safe at school.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is good overall. The teaching of reading, writing and mathematics is particularly strong.
- Teachers make clear to the pupils what they are going to learn. Adults offer plenty of opportunities for pupils to reflect on their learning so that they understand how to improve.
- Teaching provides helpful opportunities for pupils to discuss their learning with one another. This enables pupils to deepen their understanding and develop their language skills.
- Adults have high expectations of pupils' speaking skills. Pupils rise to the challenge. Adults insist on pupils speaking with a 'confident voice' and using complete sentences. As a result, pupils articulate their ideas clearly and with assurance.
- Adults check pupils' understanding of what they are learning. Teachers and teaching assistants help pupils to maintain concentration on their learning and ensure that pupils are ready to share their ideas.
- Teaching is effective in meeting the needs of different groups of pupils, including those who are the most able. Teaching assistants support pupils' learning effectively. Together with teachers, they provide well-selected extra help for pupils who have SEN and/or disabilities. This support enables these pupils to make good progress in their learning.
- In key stage 1, effective teaching of reading, writing and mathematics ensures that pupils produce work of high quality. However, in subjects such as science, history and geography, teachers do not make sure that pupils routinely complete their work to the same high standard.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils know and understand the school's code of values. Adults model and reinforce these values. As a result, pupils are confident, articulate and polite. They speak with assurance about what they are learning.
- Pupils are given exemplary care. Those who have complex needs are looked after exceptionally well. Leaders understand their needs and liaise successfully with external agencies to provide highly effective support for these pupils.
- Pupils know the school's routines well and are cooperative. For example, pupils follow a three-stage procedure for coming back to class after playing outside and walk calmly from the playground to the classroom.
- Pupils feel safe at school. Pupils are taught to recognise potential risks, from talking to strangers or from crossing the road.
- Pupils told inspectors that they understand what is meant by bullying, but have not themselves experienced it. The school gives pupils and their parents the information

they need to stay safe when using computers.

- Pupils trust the adults in school to help them when they need it. Pupils know that any concern they might have will be listened to seriously and action taken.

## **Behaviour**

- The behaviour of pupils is outstanding. Pupils want to learn. All those who spoke to inspectors said that they enjoy learning. They confirm that learning is rarely disrupted by the behaviour of others. Their enjoyment of learning is reflected in their attendance, which is above average.
- Pupils are resilient learners. Adults reinforce the message that a 'wrong' answer is actually a learning opportunity. As a result, pupils remain confident and ready to share their ideas with others. For example, in one circle-time session on the theme of forgiveness, pupils were ready to discuss how they forgave others. This encouraged pupils to reflect on how they themselves might benefit from forgiving others.
- The school is an inclusive environment, where all are celebrated and feel part of the community. Initiatives such as 'Around the World Day' encourage pupils to respect all heritages and treat all equally.
- Pupils respect the school environment. They keep the building litter free and the attractive wall displays of their work are immaculate. Pupils' writing and mathematics workbooks are beautifully presented and neat.

## **Outcomes for pupils**

### **Good**

- Pupils throughout the school make good progress in acquiring skills and knowledge. Pupils who have SEN and/or disabilities receive particularly well-targeted support and make strong progress.
- Children enter the Nursery and Reception classes with skills and aptitudes that vary, but are broadly typical of children of their age. By the time children leave Reception they have made excellent progress. A high proportion of children attain a good level of development in all the areas of learning expected in the early years.
- Assessment information shows that pupils continue to make strong progress, particularly in developing their skills in reading, writing and mathematics in key stage 1. Pupils' workbooks confirm this picture of strong progress.
- All groups of pupils achieve equally well. School information and inspection evidence confirm that disadvantaged pupils make similarly strong progress to other pupils at the school.
- Pupils' attainment is above average. For example, the proportion of pupils who reach the expected standard in the Year 1 phonics screening check is high compared with pupils nationally. Current pupils in Year 1 have a very secure knowledge of phonics. This includes disadvantaged pupils.
- Pupils' strong attainment in reading, writing and mathematics prepares them well for the next stage of their schooling. However, pupils of all abilities are capable of more in science, history and geography. Pupils' outcomes in these subjects are not as strong as

those found in reading, writing and mathematics.

## Early years provision

## Outstanding

- Children make an excellent start in the early years provision. Leaders plan highly effectively. This enables children to acquire a range of valuable skills. Children leave the Reception Year with reading, writing and number skills that are ahead of those typical of children of their age. Leaders plan well to meet the needs of all the groups. As a result, disadvantaged children make substantial progress in acquiring knowledge and understanding, as do all other groups.
- Leaders go to great lengths to provide a stimulating learning environment for the children. For example, adults provide large planters for children to dig and cultivate vegetables so that they can explore and deepen their understanding of how plants grow.
- The curriculum is highly successful in inspiring children's curiosity. For example, children learned a range of skills, and personal and social awareness including empathy, through exploring how chicks hatch from eggs. The activities that the teacher set promoted children's speaking skills highly effectively. One child tenderly handled a chick and explained: 'We hold them softly and we can't let them get scared.' The chick-related activities also stimulated children's language and number skills. Before children handle the chicks, they completed a 'chick diary'. This promoted their writing skills.
- Adults make the most of every opportunity to promote children's understanding of number, including counting, adding and subtraction.
- Teaching is of consistently high quality. Adults make sure that children learn extremely well in indoor and outdoor areas. Both areas provide excellent opportunities for children's creative and physical development. Much teaching and many of the reminders of routines are conducted through song. Adults make sure that children have many opportunities to learn and discover for themselves, such as by using sand and water to explore the properties of materials. Adults provide well-chosen resources to deepen children's understanding of language and number as they play.
- Children behave extremely well. The atmosphere is calm. Right from the start, adults reinforce the school's code of values. As a result, children are kind to one another and cooperate sensibly in using the resources.
- Adults look after the children extremely well. Safeguarding is effective. The school meets its statutory obligations to keep children safe. Staff are well trained, including in providing first aid treatment to children.
- Staff work extremely successfully with parents. Parents are encouraged to help their children learn. The school goes to great lengths to enable parents to understand and share in the school's ways of teaching. Parents strongly support the school. A typical comment from one was: 'My child has thrived, gaining so much confidence to try lots of new things. I really feel my child couldn't have been supported better.'
- Adults prepare children exceptionally well for the transition into Year 1. Children have acquired impressive skills and are confident learners, ready to move on. Before transferring to Year 1, teachers support children to become familiar with the new routines and expectations. For example, children get to know their new teacher and

visit the classroom. Staff share information about children's needs and interests so that children get off to the best possible start in Year 1.

## School details

Unique reference number	140423
Local authority	Wandsworth
Inspection number	10048312

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair	Martyn Rose (chair of the board of trustees), Paul White (chair of the local advisory committee)
Headteacher	Matthew Custance
Telephone number	020 8353 4195
Website	<a href="http://www.floreatwandsworth.org.uk">www.floreatwandsworth.org.uk</a>
Email address	<a href="mailto:office@wandsworth.floreat.org.uk">office@wandsworth.floreat.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Floreat Wandsworth is smaller than the average primary school.
- The school is part of the Floreat Education Academies Trust, a multi-academy trust.
- Governance is provided by the board of trustees and by the local advisory committee.
- The school opened with Nursery and Reception classes in September 2015 in purpose-built premises. The school is growing year by year. It currently has pupils from Nursery to Year 2. It will become a two-form entry primary school, catering for pupils from Nursery to Year 6.

- The headteacher has been in post since the school opened.
- The proportion of pupils supported by pupil premium funding is much lower than average.
- The proportion of pupils who have SEN and/or disabilities is broadly average.
- The breakfast club and after-school care provision are provided by an external agency, and are inspected separately.

## Information about this inspection

- The school was initially inspected on 9 and 10 May. On 10 June, two of Her Majesty's Inspectors returned to the school to gather further evidence. The evidence gathered from all three days was used to inform the final judgements.
- Inspectors visited classes throughout the school and observed pupils' learning in a range of subjects, including English, mathematics, history, science and PE. Senior leaders joined inspectors on many of their classroom visits.
- Inspectors looked at samples of pupils' workbooks covering all the subjects they learn.
- Inspectors talked to pupils at work and at play. Inspectors listened to pupils read and talked to them about their enjoyment of reading. Inspectors met with groups of key stage 1 pupils to hear how they felt about the school.
- Inspectors met several leaders, including those with responsibility for specific subjects.
- Inspectors met the chief executive officer of the trust and held a telephone discussion with a member of the board of trustees. Meetings were also held with members of the local advisory committee, including the chair and vice-chair.
- Inspectors met with a representative of the Parents, Teachers and Friends Association.
- Inspectors spoke to a number of parents during the inspection. There were 129 responses to the Ofsted online survey, Parent View, including 42 written comments. Inspectors took all responses and comments into consideration.
- Inspectors took account of 12 responses to Ofsted's online survey for members of staff.
- Inspectors observed the school's work and took evidence from a range of sources on the work of leaders and governors to promote pupils' outcomes and well-being. Inspectors examined safeguarding information and records relating to attendance, behaviour and welfare.

## Inspection team

Sarah Murphy-Dutton, lead inspector	Her Majesty's Inspector
Donna Chambers	Her Majesty's Inspector
Natalia Power, lead inspector	Ofsted Inspector
Neil Harvey	Ofsted Inspector

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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. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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