

# Inspection of Flora Gardens Primary School

Dalling Road, London W6 0UD

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Inspection dates: 9 and 10 June 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Flora Gardens is a joyful place to learn. Pupils are exceptionally polite and welcoming. They are proud of their school. The highly respectful relationships between staff and pupils help to create a convivial atmosphere.

Pupils have a clear understanding of what constitutes bullying. They insist that there is no bullying here because everyone is kind. Comments from pupils such as, 'the value of respect means we just wouldn't do it,' are typical. Staff are quick to sort out any friendship issues if they happen.

The school's values underpin leaders' approach to behaviour. Staff understand and apply the behaviour system. For example, they reward pupils with house points. Classroom routines are well established. Right from early years, children show a high level of interest in their learning. Playtimes are harmonious. Pupils have fun with the learning that staff plan for them.

Leaders and governors are ambitious for all pupils to excel. The curriculum that leaders have designed enables all pupils to learn a range of subjects successfully. Leaders offer a wide range of clubs, from quidditch to drama and circus skills to eco-club. There is something for everyone, and pupils take part in these activities with enthusiasm.

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

Leaders have prioritised staff development. Pupils are taught subjects by teachers with strong subject knowledge. This helps to ensure that the curriculum is delivered effectively. In many subjects, leaders have decided precisely what they want pupils to remember. Teachers use a range of strategies to embed this knowledge in pupils' long-term memory. For example, in Spanish, pupils said that the songs they learn help them remember these things. In mathematics, through regular repetition, pupils have memorised their times tables and other important number facts. However, in some subjects, leaders have not clearly identified what they want pupils to know and remember. In these subjects, teachers cover a lot of subject content in lessons, but do not break it down for pupils. This makes it harder for pupils to remember key concepts.

Reading is given a high priority. Pupils use the well-stocked library regularly. They have a say in the choice of books in their classroom book areas. This helps to maintain pupils' interest in reading. All staff receive training in phonics and reading. From early years, children develop confidence in learning sounds quickly. The phonics programme is carefully sequenced. Pupils practise their reading with books that exactly match the sounds they know. This helps them to become fluent readers. Leaders ensure that any pupils in danger of falling behind get appropriate help.

Teachers check regularly that pupils understand what they are learning. For example, they make sure that pupils pronounce sounds accurately in phonics

lessons. In mathematics, staff often ask pupils how they have worked out their answers to check that pupils fully understand. These checks enable teachers to match work to pupils' needs. Staff identify the needs of pupils with special educational needs and/or disabilities accurately. Teachers provide tailored resources for these pupils. As a result, pupils achieve well.

Pupils behave impeccably. Around the school, they are cheerful and courteous. In lessons, pupils are curious and committed to their learning. They are proud to represent the school, for example on educational outings or in sports tournaments. Pupils often get compliments from the event hosts.

Leaders promote pupils' personal development exceptionally well. The excellent sports offer gives pupils many opportunities to develop a healthy lifestyle. The variety of after-school clubs ignites pupils' interests and helps them to develop their talents. Pupils have opportunities to discuss a range of topics. For example, pupils in Year 5 debated whether it is morally acceptable to use a pig's heart for human transplants. Leaders help pupils learn about the world of work and managing money. Pupils save up their house points to buy items from the school shop, for instance. They take their leadership roles seriously, even putting on a suit to work in the school's 'bank'.

Staff are happy to work here. They said that leaders think about their well-being, for example by arranging enjoyable team-building events. Staff spoke highly of the training and support that leaders provide.

Governors know the school well and offer a high level of support and challenge. Governors work closely with school leaders and are well informed about leaders' actions and their impact.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, prioritise pupils' welfare. Leaders make sure that staff receive the training they need to know how to spot and report a concern. Consequently, staff are confident in identifying when a child is at risk. Leaders work well with relevant agencies, so that pupils and families get the support they need.

Pupils said that they feel safe at school because they have trusted adults they can go to. Leaders make sure that pupils have plenty of opportunities to learn how to stay safe. For example, pupils are clear about the dangers of the internet and how to mitigate these.

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

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

- In most subjects, leaders are clear about what they want pupils to know and remember, and teachers create opportunities in lessons to build that knowledge over time. In some subjects, this knowledge has not been as precisely identified. Teachers do not break down subject content into smaller chunks and can overload pupils' working memory. Leaders should ensure that the knowledge they want pupils to know and remember is clearly identified in every subject and that teachers break learning down into manageable steps.

## 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>	100328
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10228240
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Derrick Wright
<b>Headteacher</b>	Alastair Naismith
<b>Website</b>	<a href="http://www.floragardens.lbhf.sch.uk">www.floragardens.lbhf.sch.uk</a>
<b>Date of previous inspection</b>	26 and 27 April 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders run a breakfast club and after-school provision.
- Leaders do not use any alternative provision for their pupils.

## 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. 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 the headteacher, the deputy headteacher and other school leaders. They also met with members of the governing body and spoke to a representative from the local authority.
- Inspectors carried out deep dives in early reading, Spanish, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders and pupils about other subjects. Inspectors visited lessons in different subjects and looked at pupils' work.
- Inspectors reviewed safeguarding arrangements by checking safeguarding records, and talking to leaders, other staff, parents and carers, and pupils.
- Inspectors considered a range of evidence relating to behaviour, attitudes and personal development by reviewing documentation, meeting with leaders, talking to pupils and observing them at play and around the school.
- Inspectors spoke to parents as they collected their children from school, and took account of the responses to Ofsted Parent View, as well as the comments left via the free-text facility.
- Inspectors spoke to staff about their well-being and workload and considered the results of Ofsted's staff survey.

### **Inspection team**

Jeanie Jovanova, lead inspector

Ofsted Inspector

Meena Walia

Ofsted Inspector

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