

Inspection of a good school: Floreat Wandsworth Primary School

305 Garratt Lane, London SW18 4EQ

Inspection dates:

14 and 15 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher is Matthew Custance. This school is part of GLF Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Chaloner, and overseen by a board of trustees, chaired by Lynne O'Reilly.

What is it like to attend this school?

Pupils at this school are safe, happy and they achieve well. Pupils work hard in lessons. They develop very good habits for learning, which start in the Nursery and Reception classes. The school's strong focus on character values helps pupils to persevere with tricky work, as well as promoting kindness and consideration for others. As a result, pupils behave very well in lessons and around the school. They play and learn together enthusiastically and sensibly. The school's strong focus on developing pupils' speaking and listening skills means that pupils are confident, polite and engaging when talking to adults.

Pupils benefit from a rich and ambitious curriculum that is taught well by caring and well-trained teachers. The school ensures that this curriculum is accessed by all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is enriched further by trips and activities such as excursions to London's museums and visits to the school by authors.

Parents and carers feel fully involved in the life of the school. Very well-attended family learning sessions support strong liaison between home and school. Parents value being able to find out how to support their child's learning.

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

School and trust leaders have thought very carefully about what pupils should learn. Pupils follow an interesting and broad curriculum which exceeds the scope of the national curriculum. The school's emphasis on links between different subjects helps pupils to apply their learning in different ways. For example, in geography, Year 4 pupils understood glaciers by drawing on their learning in science about changing states of matter. In mathematics, earlier learning is regularly revisited so that pupils gain confidence in solving more complex problems as they get older. This starts in the very early years, where adults encourage children in Nursery to count and recognise numbers from the very start.

Reading is prioritised. The school makes sure that the teaching of early reading is effective. Children in Reception quickly begin to learn their letters and sounds. They soon become familiar with routines and activities that help them to decode new words and to start to read fluently. Those pupils who need more help are identified quickly. Very effective intervention sessions ensure that these pupils keep up with their classmates. Reading is widely celebrated and promoted around the school. Pupils read a range of interesting books in class, and they develop skills to help them understand and appreciate these books.

Teachers have strong subject knowledge and know their pupils very well. They routinely check for understanding and go back to content that they know pupils might be finding difficult to grasp. Pupils with SEND are very well supported to access the same rich curriculum as their classmates. Teachers are quick to identify those pupils who need more support, starting in Nursery and Reception. These pupils benefit from a range of strategies, including adapted resources and support from skilled teaching assistants. Several pupils benefit from specialist support such as speech and language therapy.

The school has very high expectations of pupils' behaviour. There is a strong emphasis on rewarding positive behaviour. Lessons continue without disruption, and pupils listen to teachers and to each other in class. Around the school, pupils are friendly and polite. Important skills such as turn-taking and listening are developed from Nursery onwards. Pupils know that unkind language is not tolerated. Pupils feel very safe in school. They know they can talk to their teachers about any concerns they may have. Pupils have high levels of attendance.

The school ensures that pupils develop beyond the academic subjects. There is a strong emphasis on character values such as bravery, honesty and service, which are promoted routinely throughout the school. Pupils learn about relationships and how to stay safe in an age-appropriate way. A wide range of clubs and activities help to develop new skills and to broaden horizons. For example, every pupil in Year 3 learns to play the viola or the violin. Pupils enjoy going to clubs such as gardening, cookery, coding and multi-sports.

Trust leaders and those responsible for governance know the school very well. Important decisions about the curriculum are carefully considered. Staff feel very well supported to fulfil their roles. They benefit from ongoing training as well as support from the local cluster of schools. Staff are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

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	140423
Local authority	Wandsworth
Inspection number	10293283
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	Board of trustees
Chair of trust	Lynne O'Reilly
Headteacher	Matthew Custance
Website	www.floreatwandsworth.org.uk
Dates of previous inspection	9 May and 10 May, and 12 June 2018, under section 5 of the Education Act 2005

Information about this school

- Since the school's last inspection, Floreat Wandsworth Primary School joined a new multi-academy trust, GLF Schools, in September 2019.
- Since the last inspection, the school has expanded its nursery offer to include provision for two-year-olds.
- On occasions, the school makes use of one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, he discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspector also visited lessons in

other subjects, and he looked at pupils' work and curriculum information. The lead inspector listened to some pupils reading.

- The inspector held meetings with the headteacher, members of the leadership team and with members of staff, as well as a range of pupils. The inspector met with leaders responsible for SEND, early years provision, behaviour and attendance, and pupils' wider development.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector spoke with parents, and considered the survey responses from parents, pupils and staff.
- The inspector met with those responsible for governance including the chair of the school standards board (local governing body) and the chair of the trust. He also met with the chief executive officer and other leaders from the multi-academy trust.

Inspection team

Bob Hamlyn, lead inspector

His Majesty's Inspector

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