

Flora Gardens Primary School

Inspection report

Unique Reference Number	100328
Local Authority	Hammersmith and Fulham
Inspection number	335524
Inspection dates	10–11 May 2010
Reporting inspector	Natalia Power

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	David Fell
Headteacher	Sonia Birch Woodcock
Date of previous school inspection	18 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons taught by eight different teachers and talked to governors, staff and pupils. They observed the school's work and looked in particular at its self-evaluation and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 44 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's actions to promote higher attendance
- The quality of marking and the extent to which it accelerates learning
- the quality of the Early Years Foundation Stage under its new leadership.

Information about the school

This one-form entry school is average in size. Almost two thirds of pupils are known to be eligible for free school meals. Most pupils are from a range of minority ethnic backgrounds, and seven out of ten speak first languages other than English. The main languages spoken by pupils at an early stage of learning English are Arabic, Somali and Urdu. A higher than average proportion of pupils have a range of special educational needs and/or disabilities. The school manages a children's centre which provides a range of activities and support for families.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

- Children get off to a flying start in the Early Years Foundation Stage. They benefit from the exciting climate for learning spearheaded by the new leader, and make outstanding progress in acquiring language and number skills. From Years 1 to 6, pupils make good progress from their starting points, and leave school with attainment which is similar to that of others in the country as a whole.
- The school is welcoming and inclusive, and has a nurturing ethos. One parent commented, 'The school feels like an extension to our family!'
- Pupils are supported and cared for exceptionally well. The school accurately tracks their progress and provides appropriate support, enabling all groups, including those from minority ethnic backgrounds, those at an early stage of learning English and those with special educational needs and/or disabilities, to make good progress.
- Pupils report that they feel completely safe. Behaviour is good, and the school's safeguarding measures are robust.
- Teaching is good overall. Pupils value the many opportunities they have to assess the quality of their own and other pupils' work. However, teachers do not always mark pupils' books thoroughly enough to enable them to understand what they need to do to improve.
- Pupils have many exciting trips and visits and these enable them to broaden their horizons and raise their aspirations. The strong focus on English and mathematics ensures that pupils make good progress in these subjects. However, they do not always learn about other subjects in sufficient depth.
- The great majority of pupils attend school regularly. Attendance is broadly average for primary schools as a whole, and in line with similar schools in the local authority. Nevertheless, a small minority of pupils persistently miss more school than they should and do not achieve as well as they might.
- The headteacher is tireless in striving to improve the school. She has devoted considerable energy to the opening of the children's centre, which makes a valuable contribution to the community. Leaders and governors have an accurate understanding of the areas where the school needs to develop. They have successfully tackled the points for development from the previous inspection. For example, more-able pupils are now provided with work which challenges them and enables them to attain levels which sometimes exceed those of others in the country as a whole. The school's plans for the future, although a little over-detailed, are completely appropriate. These factors show that the school has a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Ensure that marking is consistent across all subjects and all classes, so that pupils understand how well they are doing and what they need to do to improve.
- Increase the attendance of the few pupils whose current attendance patterns give cause for concern, by involving parents and carers more fully and working in closer liaison with local authorities.

Outcomes for individuals and groups of pupils

2

For the past three years, pupils in Year 6 have reached levels of attainment which are close to the national average in English, mathematics and science; the current Year 6 pupils are on track to reach similar levels in the tests they will shortly be taking. From their starting points, this represents consistently good progress. Teachers and teaching assistants provide effective support, ensuring that all groups make similar progress. In some lessons seen, pupils made faster progress, especially when the level of challenge was stimulating. For example, in one fast-paced Year 1 mathematics lesson, pupils were engaged in discovering for themselves how many ways they could add numbers together to reach a larger number. The pupils were excited by this task, as it provided good opportunities for them to take the initiative. The lesson offered good challenge for different groups, as each group researched different sums and discussed their findings with others at the same table.

Pupils are polite, friendly and confident. They feel absolutely safe in school and report that they know the teachers will support them if they have any concerns. Pupils behave well in lessons and around the school, and say that pupils are rarely unkind to one another. This reflects their good spiritual, moral, social and cultural development. They have an excellent understanding of the importance of taking regular exercise and eating a healthy diet. Even the youngest pupils understand what is meant by 'five a day', and regard cakes and chocolate as occasional treats. Pupils make an excellent contribution to their school and to the wider community. For example, the school council dealt quickly with their class-mates' concerns about the quality of school lunches by interviewing the cook and preparing a report for governors. The good grounding pupils acquire in the basic skills prepares them well for the next stage of schooling.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage pupils' behaviour well and there are warm relationships in the classroom. The pace of learning is brisk and pupils' attention rarely flags; as one pupil said, 'We're always learning every day.' Teachers use questioning skilfully to stimulate pupils to think for themselves. For example, in one challenging Year 2 English lesson, the teacher's brisk questioning made pupils think about how they could research the topic of how graffiti live, and also raised the level of pupils' questioning of one another when they discussed the topic in pairs. Teachers are popular with the pupils because, in the words of one, 'People who need help always get it.' Teachers plan lessons well so that pupils know from the start of the lesson what they are going to learn and at the end have the opportunity to reflect on what they have learnt. Teaching assistants give effective support to a wide range of pupils, including those with additional needs, and their support is an important contribution towards enabling pupils with varying capabilities to make good progress. Teachers use the assessment information about pupils to provide them with tasks which have a good level of challenge, matched well to their needs. Pupils report that they enjoy commenting on their own work and that of classmates. However, teachers do not always provide sufficient written guidance in pupils' workbooks, and as a result pupils are not always clear about how to improve the accuracy and quality of their work.

The curriculum is good overall, and the range of activities to enrich the basic curriculum is exciting and wide-ranging. The clubs, trips and visits to places of interest are appreciated by the pupils, and they enjoy travelling within London by public transport. These activities raise pupils' sights and encourage them to aim for high-achieving

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secondary schools. The curriculum has a good focus on developing pupils' basic skills in literacy, numeracy and information and communication technology, and this enables them to make good progress in these subjects. The school recognises that not enough is done to promote learning in some other subjects, for instance in religious education. Pupils are cared for exceptionally well and given very strong support. Vulnerable children are given outstanding care. The school knows their needs and goes to great lengths to provide for them. Pupils with a range of special educational needs and/or disabilities have their needs diagnosed early, and are given the support necessary to enable them to make similar progress to others. Those at an early stage of learning English quickly gain confidence and make good progress, because their requirements are accurately identified and support then focused on these needs. The school's excellent partnerships with a range of external agencies enable pupils with language and learning needs to make good progress in line with others.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The dedicated and energetic headteacher provides strong and determined leadership focused on raising pupils' attainment. Her tireless commitment to the school and her effective ambition for its future have resulted in a number of improvements. For example, she has successfully managed the changeover of leadership of the Early Years Foundation Stage, and leaders and managers have put a great deal of their energies into ensuring that children get the very best possible start in the early years. Leaders, managers and governors promote equality of opportunity and tackle discrimination successfully, ensuring that all pupils, whatever their background or needs, make good progress and get on well with one another. The school promotes community cohesion well, ensuring that pupils are proud of their community and understand the faiths and ways of life of others.

The school's relationship with parents and carers is good. Parents and carers are welcomed into the school, not just to contribute, but to learn new skills, and in turn to help their children. The school works effectively in partnership with a range of external agencies to promote pupils' well-being and to provide the highest quality of care and support. The school tracks pupils' progress well, using the information to set them challenging tasks, matched well to their capabilities. This enables all pupils, whatever their needs, to make good progress. Leaders and managers monitor the quality of

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classroom teaching successfully and, as a result, it is consistently good. The school's planning is rigorous and is successfully based on a good understanding of its strengths and areas for development. Governors are fully involved in the life of the school, support it well and are ready to hold it to account.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Under new leadership, the Early Years Foundation Stage has blossomed, and children now make outstanding progress in their learning and personal development. The school builds and maintains excellent partnerships with their parents and carers. The environment is stimulating, and a great deal is expected of the children. They respond to these high expectations with enthusiasm. For example, children became hugely excited by a task which involved making a jelly, because the adult encouraged them to guess what each next step was, and then deliberately got it wrong. The children loved correcting her, and in doing so, they used language more fluently than they would otherwise have done.

The children enjoy every minute, and are happy and confident. This is because the adults know all the children so well and meet their needs so quickly. In this safe and supportive environment, children develop excellent personal qualities. They behave exceptionally well, and are ready to share and take turns. The children's progress is regularly assessed, and this information is used extremely effectively to address their individual needs. Teaching by all the adults is excellent, and children also have excellent opportunities to choose their own tasks and gain independence. No opportunity is missed to develop all six areas of learning in the well-resourced indoor and outdoor play

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areas. Leaders and managers plan the curriculum and manage the provision extremely well. They go to enormous lengths to ensure that children settle quickly into the Nursery and that their entry into Reception is equally smooth. When the time comes for children to move into Year 1, highly effective transition arrangements enable the children to move calmly and happily to the next stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The response rate for parental questionnaires was lower than is typical for primary schools. Almost all parents and carers who responded to questionnaires agreed that their children enjoy school and that it keeps them safe. Inspectors agree with these views. A small minority did not agree that the school takes sufficient account of their views and concerns. Inspectors found that the school maintains good relations with parents and carers and keeps them well informed, and that, although the headteacher has been busy setting up the children's centre, she has nevertheless found time to deal with parents' and carers' concerns. A small minority did not agree that the school is well led and managed. Inspectors found, however, that the leadership and management of the school are good. Overall, most parents and carers are happy with their children's experience at the school. One commented, 'The school provides a positive environment with a strong sense of community.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flora Gardens Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	50	21	48	1	2	0	0
The school keeps my child safe	50	45	23	52	1	2	0	0
The school informs me about my child's progress	14	32	24	55	3	7	1	2
My child is making enough progress at this school	19	43	19	43	3	7	2	5
The teaching is good at this school	18	41	23	52	3	7	0	0
The school helps me to support my child's learning	16	36	23	52	4	9	1	2
The school helps my child to have a healthy lifestyle	13	30	27	55	3	7	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	25	21	48	7	16	0	0
The school meets my child's particular needs	12	27	23	52	4	9	2	5
The school deals effectively with unacceptable behaviour	19	39	21	48	4	9	1	2
The school takes account of my suggestions and concerns	12	27	20	45	8	18	3	7
The school is led and managed effectively	11	25	22	50	4	9	5	11
Overall, I am happy with my child's experience at this school	16	36	22	50	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 May 2010

Dear Pupils

Inspection of Flora Gardens Primary School, Hammersmith, W6 0UD

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome. This is what we found:

- You are fortunate to go to such a good school. You leave school with results which are very much like those of pupils in the country as a whole, and this is because your headteacher and all the adults work hard to help each of you to do as well as you can.
- You get on well with one another, and behave well. You feel completely safe, and you understand the importance of exercise and a healthy diet. All the adults take excellent care of you.
- Your school listens to your comments, and this encourages you to contribute a great deal to improving the school community.
- You enjoy learning, and told us that you find it fun. The adults find wonderful ways of making you excited about learning, sometimes in school and sometimes by taking you on trips and visits.
- The children in Nursery and Reception do especially well in their learning, and we know that many of the older pupils among you do your bit by reading to them.
- You enjoy writing comments about your own work, and marking the work of others in your class. We have asked your teachers to give you plenty of good advice when they mark your exercise books, and this will help you to improve.
- Though most of you attend school regularly, a few of you let the school down by taking too much time off. You can do your bit to help your school by nagging your parents and others who look after you to get you to school every day!

It was lovely to see you all playing together so nicely in your beautifully equipped playing areas. We hope you continue to be so friendly and cheerful throughout your time at Flora Gardens Primary School, and we wish you all the best for when you move on to your next schools.

Yours sincerely

Natalia Power Lead inspector

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