

Flora Gardens Primary School

Dalling Road, Hammersmith, London, W6 0UD

Inspection dates 26–27 March 2015

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- During a period of considerable staffing change, leaders, managers and governors have been unable to maintain a good quality of teaching. Progress in reading, writing and mathematics is inconsistent in Years 1 to 6.
- Some teachers do not use information about what pupils can do to plan work that will challenge the full range of ability. This slows down progress, particularly for the most able pupils.
- There is not enough evidence in pupils' books of them writing at length in a range of contexts and subjects. There are also not sufficient opportunities for them to solve problems in mathematics. On occasions, presentation is untidy and handwriting is careless.
- Guidance that pupils are given to improve their work is not always precise. Teachers do not check often enough that the guidance that is given is followed up by the pupils. Mistakes are therefore repeated.
- Some leaders, including governors, do not have the skills to fully interpret pupils' achievement information. Electronic systems to enable leaders to check on the progress of pupils are not fully understood. This hinders the ability of leaders to target support that would bring about faster progress.
- Plans for the future are not precise enough and do not include interim measures to enable leaders to check on progress.
- Communication with parents does not give them enough information about the school's work and their children's learning.
- Governors do not have a strong enough grasp of all aspects of the school's work. The support and challenge they are able to provide to improve the quality of teaching and achievement are not as effective as they could be.

The school has the following strengths

- Children make good progress in the Nursery and Reception class, and are well prepared for Year 1.
- Pupils are keen to learn and are well behaved in lessons and around the school.
- There are good procedures in place to ensure that pupils are safe and secure.
- The school's promotion of pupils' spiritual, moral, social and cultural development is good. The school is a happy and harmonious place where pupils feel safe.
- Recent actions by school leaders are bringing about improvements in teaching and achievement.

Information about this inspection

- Inspectors made 15 visits to classrooms to observe pupils’ learning. Senior leaders accompanied inspectors on some of these visits. Inspectors also spent time examining pupils’ work books. They also observed other aspects of the school’s work, including visiting assemblies.
- Meetings were held with members of the governing body, including the Chair, as well as with teachers and school leaders. The inspection team also met with a representative from the local authority.
- Pupils took inspectors on a tour of the school. The inspectors met a group of Key Stage 2 pupils, listened to pupils read, and spoke to individuals in their classrooms about their work. They spent time in the dining hall and on the school playground, where they also spoke to pupils. They also reviewed a letter from the school council and one from a pupil.
- Inspectors spoke to parents at the school gate and looked at the school’s own parent survey. They also considered the 15 responses to the online questionnaire (Parent View). Inspectors reviewed 23 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school’s own information relating to pupils’ achievement, the school’s review of its work and its plan of action. They also looked at reports provided by external providers, including those on safeguarding and provision for pupils who are disabled or have special educational needs. They considered records relating to behaviour and attendance and checks on teaching as well as school documents relating to safeguarding. The inspectors also considered the school’s website.

Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Bimla Thakur

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school. The number of pupils has fallen by one fifth since 2012.
- Nearly a third of pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who looked after). This is above average.
- The proportion of pupils who are disabled or have special educational needs is below average.
- Four out of every five pupils are from minority ethnic groups other than White British. Three quarters of these do not speak English as their first language. Nearly a third of pupils are from Black African families.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs a breakfast club, which was visited as part of this inspection. There are also after-school clubs run by the school and by external providers.
- Some children attend the Nursery class full time and some part time. The Reception class is full time.
- During the inspection, the substantive headteacher was on sickness leave and the deputy headteacher was standing in as interim headteacher.
- Since the last inspection, there has been considerable turnover of staff. In September 2014, over the half of the teachers were new to the school. The school has two teachers who are new to the profession. There have also been changes on the governing body with a new chair of governors appointed in September 2014.

What does the school need to do to improve further?

- Improve teaching and raise achievement so that pupils make good progress by:
 - using information about what pupils can do to plan work that is hard enough
 - ensuring that there is greater consistency in the guidance pupils are given to improve their work and that pupils act on it
 - providing more challenge for the most able so they make faster progress
 - giving pupils more opportunities to solve problems in mathematics and to write in a wider range of contexts and subjects
 - having higher expectations of how much work pupils do in lessons
 - insisting on pupils taking greater care with handwriting and presentation.
- Improve leadership and management by:
 - ensuring that systems to check on the progress of pupils enable leaders at all levels to more precisely identify what needs to be improved
 - developing the ability of leaders at all levels, including governors, to interpret information about pupils' achievement to better inform them when making plans for the future
 - putting interim measures within the school's plans so leaders can check more regularly on the impact of its actions
 - improving communication with parents so they have a better understanding of what is happening in school and can provide even better support with helping their children to learn.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- The high turnover of teachers, especially in the last six months, has led to inconsistencies in teaching and achievement. This has affected the overall quality of teaching and achievement of pupils, which both require improvement.
- New systems to check on the progress of pupils have recently been introduced but some leaders are still learning how to use them. Some leaders, including governors, do not have the skills of interpreting information about the achievement of different groups of pupils. This hinders their ability to plan improvements that would bring about faster progress.
- The school has concerns over the accuracy of historical data. Recognising this, leaders have focused on finding an accurate baseline of pupils' current attainment. Inspection evidence shows this to be accurate. The school's realistic Year 2 and Year 6 forecasts for 2015 statutory assessments indicate that progress of pupils through their respective key stages requires improvement but is improving.
- Historically, self-evaluation has not been based on an accurate view of the quality of teaching and achievement. This has resulted in plans for the future that are not precise enough and which do not have realistic targets.. Plans do not indicate measures of success by which leaders can check on progress during the year. This makes it difficult for leaders, including governors, to identify the impact of their actions and adjust the plans if necessary.
- Some parents expressed concerns about the progress of their children, the quality of teaching and leadership and management in the school. They would welcome more information about the school's work and how their children are taught. The school's website is not as helpful in informing parents as it could be. Parents recognised recent improvements and appreciated the availability of the interim headteacher at the school gate at the start of the school day.
- An increasing awareness of senior leaders and governors that some of areas of the school's work need to improve has led to decisive actions, particularly in the last few months. School staff are fully behind school leaders as they raise expectations and make them more responsible for the progress of pupils. There are already signs of the impact this is having in arresting the decline in the quality of teaching.
- Experienced middle leaders, who are excellent role models, are effectively working closely with those new to the profession and other less experienced teachers. The support they are giving to help in planning and teaching has eradicated the weak teaching evidenced by the pupils' work in the autumn term.
- Despite the staff turbulence, pupils' behaviour remains good. The school fosters good relations. This, together with the recent improvements in teaching and achievement, shows the capacity of leaders to bring about further improvement.
- School leaders and governors have made effective use of the extra funding for disadvantaged pupils, enabling them to make progress that is at least similar to, and sometimes faster than, that of their classmates. They are aware that gaps with their classmates and other pupils nationally are closing.
- The school's curriculum is broad and balanced and is supplemented by a range of visits and visitors to school. A group of Year 5 pupils were heard reading reviews of a visit to a theatre as part of their work on Shakespeare and were clearly inspired by the experience. Pupils value the opportunity to learn a musical instrument and sing heartily in assemblies. The curriculum promotes pupils' spiritual, moral, social and cultural development very well. Pupils have a strong sense of right and wrong. They respect each other's differences and are given frequent opportunities in lessons to reflect about freedom, democracy, equality and other British values. They are very well prepared for life in modern Britain.
- The additional funding for school sports is effectively used. A sports coach is employed to teach the school's physical education lessons. As well as giving pupils quality instruction, it also provides training for teachers to become better teachers of physical education. Money is also used to give more pupils access to swimming lessons and to participate in inter-school sports competitions. Pupils understand that participating in sport can help them to stay healthy.
- Leaders, including governors, ensure that effective systems are in place that meet statutory requirements, including those for the recruitment of staff and the safeguarding of children. They promote equal opportunities well and discrimination of any sort is not tolerated.
- The local authority has correctly identified that the school requires improvement. It is providing good training and support for school leaders, including governors, to bring about the required changes.
- The school's breakfast club is well managed. It gives those that attend a good start to the day.
- **The governance of the school:**
 - Governors have a real commitment to the school and a strong desire to fulfil their roles the best they can. Although they have an understanding why the school requires improvement and broadly the

improvements needed, they do not have a deep enough understanding of pupils' achievement information or the quality of teaching. This hinders their ability to rigorously challenge school leaders. They welcome the recommendation from this inspection to have an external review of governance.

- They have a good understanding of the school's finances and ensure they are managed effectively and apportioned fairly. They understand the appraisal process and how teachers' performance is rewarded through their pay. They support school leaders well in managing underperformance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In lessons, they contribute enthusiastically and work hard, showing good attitudes to learning. In the playground, they play well together. They move around the school with consideration for others. They typically show courtesy and respect towards adults. Pupils proudly showed inspectors around the school and enjoyed talking to them about their work.
- School council members take their role very seriously. A letter received by the inspection team from the school council explained how they listened 'to everyone's voices in the school' and 'had a sense of what the school needs and wants'. Pupils raise money for charities and are looking to arrange more fundraising events such as talent shows like 'Flora Factor'.
- The school manages the behaviour of pupils well and low-level disruption is rare. Pupils understand the school's behaviour policy and pupils say it is consistently applied. All the parents who responded on Parent View or who spoke to inspectors during the inspection indicated that pupils' behaviour was good and well managed.
- Generally, pupils take a pride in their appearance and in their work. Sometimes they can be careless with their handwriting and presentation. When teaching is not as strong, pupils occasionally lose concentration in lessons.
- Pupils' attendance is broadly average and they are typically punctual for school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are happy and feel safe in school. Parents supported this view. Visitors to school are carefully checked and not allowed to enter the school unaccompanied without the necessary clearances. Leaders check regularly to ensure possible health and safety risks are managed effectively.
- All aspects of child protection are taken very seriously. The school ensures that adults receive regular training in recognising signs of possible child abuse and what to do if they have concerns. Pupils know what to do if something is troubling them. They are confident that adults would be able to help them.
- Pupils feel free from any prejudice-based abuse. Racist, homophobic and other prejudice-based discriminatory language is almost non-existent. This shows the school is successful in fostering good relations and tackling discrimination.
- Bullying is very rare. Pupils have an excellent understanding of the different forms of bullying, including through electronic media. They are fully aware of the potential dangers of the internet and know how to keep themselves safe when online.

The quality of teaching requires improvement

- Teaching is not consistently good. Teachers do not always use the information about what pupils know and understand to plan activities that challenge all pupils. This means that work is sometimes not hard enough for pupils.
- The guidance that pupils are given to improve their work is sometimes not precise enough. On occasions, teachers do not make the necessary checks to ensure that the guidance has been followed. This results in mistakes being repeated and work not improving quickly enough.
- Pupils sometimes flounder when presented with a problem in a context they are not familiar with in mathematics lessons. This is because they are not given enough opportunity to apply their skills. The skills of arithmetic are generally well taught and pupils are given plenty of opportunity to practise their skills.
- Pupils do not get sufficient opportunity to write in a wide enough range of subjects and genres. This slows down the progress of some pupils, particularly the most able who do not get enough time to write fully. Teachers do not always insist on the highest standards of handwriting and presentation. Pupils are taught

the skills of grammar, spelling and punctuation effectively. Pupils enjoy creative writing and are well taught to use a wide range of vocabulary.

- Pupils learn to read quickly because of the very effective teaching of phonics (letters and the sounds they make) in Early Years and Year 1. Frequent trips to local libraries promote reading well. Sometimes the most able are not challenged with sufficiently difficult texts and this slows down their progress.
- Teachers enjoy good relationships with pupils and they manage the behaviour of pupils very well.
- Additional adults provide good support for groups in lessons. They have a very clear role in lessons and know what the pupils are meant to learn. They provide particularly good support for those pupils who are disabled or have special educational needs to take a full part in lessons. They are also trained well to work with individuals and small groups outside of lessons.

The achievement of pupils

requires improvement

- Progress through Key Stage 1 and Key Stage 2 in reading, writing and mathematics is not consistently fast enough for pupils to achieve their full potential.
- 2014 Key Stage 1 data showed pupils achieving above national averages in reading, writing and mathematics but, given their starting points, this was not fast enough. At the end of the Reception class, pupils are very well prepared for Year 1, with some pupils exceeding what is typical for their age.
- Year 6 pupils in 2014 Key Stage 2 statutory tests achieved broadly national averages in reading, writing and mathematics. While their progress in writing through Years 3 to 6 was good, it was slower in reading and mathematics.
- The progress of the most able pupils currently at the school requires improvement. School information shows that not enough pupils are on track to reach higher levels in reading, writing and mathematics in 2015 Key Stage 1 and Key Stage 2 statutory assessments.
- The progress of lower and middle ability pupils is improving, with more making faster progress. There are classes where pupils' progress is acceptable but overall it is inconsistent. One notable example of where progress is good is in Year 6, where well-targeted additional support is enabling pupils to catch up.
- Last year, disadvantaged pupils were four months behind their classmates in mathematics and four months ahead in reading. They attained broadly the same in writing. Compared to other pupils nationally, they were eight months behind in mathematics, four months behind in reading, and four months ahead in writing. The progress of this group was slower than other pupils nationally in mathematics, about the same in reading and faster in writing through Years 3 to 6. Their progress was a little faster than that of their classmates overall and so the gap did narrow. The school's data show that the gap is continuing to close.
- Pupils make a good start to learning to read in the Nursery and Reception classes. Most pupils pass the phonics screening check in Year 1. The pace of learning slows in the rest of the school but most pupils are able to read satisfactorily when they leave the school.
- By the time pupils leave in Year 6, most pupils are able to calculate using efficient written methods and do simple calculations in their heads. Most pupils know their multiplication tables. They are less confident with solving problems.
- Disabled pupils and those with special educational needs make similar progress to their classmates. The additional support is well matched to their particular needs. Pupils who speak English as an additional language, White British pupils, those from Black African families, and those from other minority ethnic groups in the school make similar progress to other pupils. As all groups of pupils are making similar progress, the school is successful in providing equality of learning for all.

The early years provision

is good

- The progress of children through the Nursery and Reception classes is good. An above average proportion of children reached a good level of development in 2014 at the end of Reception. They are well prepared for Year 1. Parents are very happy at the progress their children are making, particularly in learning to read.
- Children are happy, behave very well and develop excellent attitudes to learning. They interact very well with adults and other children.
- Teaching is good. Adults challenge children with good questions that make them think and deepen their learning. In the Nursery class, three children were pretending to be the Billy Goats Gruff. The adult used this opportunity to extend their vocabulary by asking relevant questions. This enabled them to develop

their understanding of positional language: on, in, under, by, next to and in between. Activities are well planned and matched to interests of the children.

- Every opportunity is used to foster the spiritual, moral, social and cultural development of the children. They visit a Christian church, celebrate Diwali and Eid al-Adha and learn how to be a good friend.
- Learning takes place inside and in the space outside classrooms and is particularly well planned inside the classroom.
- Leadership and management of the Early Years are strong. Very good support is provided for the teacher new to the profession in the Nursery class. Leaders have developed good relationships with parents, who are fully involved in their children's learning. Good records are kept of the progress that children are making, which are regularly shared with parents.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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|--------------------------------|------------------------|
| Unique reference number | 100328 |
| Local authority | Hammersmith and Fulham |
| Inspection number | 448186 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 231 |
| Appropriate authority | The governing body |
| Chair | John Hamilton |
| Headteacher | Sonia Birch-Woodcock |
| Date of previous school inspection | 10–11 May 2010 |
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