

# Inspection of Floreat Wandsworth Primary School

305 Garratt Lane, London SW18 4EQ

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Inspection dates:	19 and 20 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The headteacher of this school is Matthew Custance. This school is part of GLF Schools, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Julian Drinkall, and overseen by a board of trustees, chaired by Lynne O'Reilly.

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

Floreat Wandsworth is an exceptional school that provides pupils with a high-quality education full of rich and exciting experiences. This includes an inspiring and ambitious curriculum, as well as opportunities to develop more widely. Pupils with special educational needs and/or disabilities (SEND) are well supported to access the same ambitious curriculum as their peers.

The school has very high expectations for pupils' achievement and behaviour. These are shared and modelled by all staff. This starts in the early years, where children make an excellent start. Pupils rise to meet these high expectations. They grow in confidence and achieve highly.

Much of the school's work is underpinned by its focus on developing pupils' character. As a result, pupils take great pride in their school, and their behaviour is excellent. They work hard in lessons and confidently express their views and opinions.

Pupils are very well supported by caring adults. They know that the rules and routines of the school keep them safe and prepare them well for life beyond school. For example, each year group takes part in a 'Service-Learning Project.' These include worthwhile activities such as planning an event for elderly residents in the local care home.

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

At the heart of the school's success is its ambition for all to succeed and thrive. This is apparent from the start in the school's approach to curriculum design. The curriculum is full of well-considered and meaningful experiences. In all subjects, it is designed with precision and includes opportunities to revisit learning. Reading, oracy and developing pupils' language feature throughout. This ensures that pupils develop deep knowledge about every subject.

Leaders have invested in high-quality professional development for all adults. As a result, staff are knowledgeable about how to teach and deliver the intended curriculum expertly. Teachers explain new learning clearly and in well-ordered steps. The school has robust systems for identifying the needs of pupils with SEND. Teachers are highly skilled at adapting activities for pupils with SEND when needed. Staff use their subject knowledge effectively to provide clear models for pupils' learning. For example, in the early years, adults model key vocabulary, and children rehearse these words as they play and explore.

The tasks teachers set inspire pupils to think critically and to make links between subjects. Pupils' attitudes to learning are remarkably positive. They are confident and knowledgeable. In history, for example, Year 1 pupils talk about similarities and differences in the local area over time and describe how they use photographs to help them. Year 4 pupils build on this when they learn about the Romans in Britain, where they can explain how artefacts also help us to understand the past. Year 6 pupils understand the importance of both primary and secondary sources and discuss the purpose of

learning about history. Similarly, in design and technology, Year 6 pupils bring together their learning in science and mathematics to design and successfully make a litter picker.

Staff deliver the school's phonics programme exceptionally well. They check pupils' understanding at each stage and address misconceptions quickly. This ensures that any pupils who are at risk of falling behind are swiftly identified and supported to catch up and keep up with their peers. The school's sharp focus on reading means pupils quickly become confident and fluent readers. Their love for reading continues as they move through the school. They enjoy borrowing books from the library and recommending books to their peers.

At the heart of the school's exceptional wider development offer is its character development programme. This is introduced in the Nursery and reinforced throughout every pupil's time at the school. Pupils are taught the importance of valuing differences and treating others with respect. They take on a range of roles and responsibilities in school such as house captains, head pupils and librarians. Pupils build skills for life and are well prepared for their next steps.

Educational visits have been carefully planned to enhance the curriculum. Pupils visit a range of significant places, including museums, farms, historical buildings, art venues and places of worship. The curriculum for personal, social and health education is well sequenced. Pupils are taught the vocabulary they need to express their emotions. They draw on their understanding of ancient civilisations and the modern world to debate and discuss the importance of democracy.

Clear structures ensure that the local strategic school board asks the right questions to provide both support and challenge. The trust pays close attention to the school's work and knows its strengths well. It ensures that high standards are maintained. Collaborative arrangements within the trust have further strengthened the curriculum. Staff workload is thoughtfully considered. Staff welcome the opportunities they have been given to develop their careers. Parents and carers are, rightly, full of praise for the school and the brilliant start in life that their children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	140423
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10345979
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne O'Reilly
<b>CEO of the trust</b>	Julian Drinkall
<b>Headteacher</b>	Matthew Custance
<b>Website</b>	<a href="http://www.floreatwandsworth.org.uk">www.floreatwandsworth.org.uk</a>
<b>Dates of previous inspection</b>	14 and 15 September 2023, under section 8 of the Education Act 2005.

## Information about this school

- The school does not currently make use of any alternative provision.
- The school's Nursery includes provision for two-year-olds.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders, teachers, and pupils.
- The lead inspector met with those responsible for governance, including the chair of the school standards board (local governing body) and the chair of the trust. She also met with the CEO and other leaders from the multi-academy trust.
- Inspectors carried out deep dives in these subjects: early reading, history, and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to some pupils read to staff.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors 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.
- Inspectors took account of a range of other information, including the school's improvement plans, policies and minutes of governing body and board meetings.
- Inspectors took account of the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

### **Inspection team**

Sabrina Edwards, lead inspector	His Majesty's Inspector
Helen Ridding	Ofsted Inspector
Jamie Hallums	Ofsted Inspector
David Worrall	Ofsted Inspector

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