

Gallions Primary School

Inspection report

Unique Reference Number	131890
Local Authority	Newham
Inspection number	381420
Inspection dates	12–13 October 2011
Reporting inspector	Joanna Toulson

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	550
Appropriate authority	The governing body
Chair	Mr Alec Kellaway
Headteacher	Mr Paul Jackson
Date of previous school inspection	14 May 2009
School address	Warwall East Beckton London E6 6WG
Telephone number	020 7476 9745
Fax number	020 7476 9758
Email address	info@gallions.newham.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. They visited 26 lessons taught by 18 teachers, observed assemblies and held meetings with parents, pupils, governors and staff. They observed the school's work and looked at the school improvement plan, minutes of governing body meetings, a range of policies and risk assessments, data relating to pupils' progress and attainment, documentation relating to safeguarding, lesson plans and pupils' work. The questionnaires returned by 100 pupils, 70 parents and carers and 19 staff were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why standards of attainment appear to be rising at Key Stage 2, but falling at Key Stage 1.
- How effectively the school is improving the quality and consistency of teaching across the school.
- The impact of leadership at all levels, particularly in the Early Years Foundation Stage and Key Stage 1, where numbers of pupils have increased.

Information about the school

Gallions Primary is larger than the average primary school and the number of pupils is increasing as the school moves from having two classes in each year group to having three. The school is in an area of very high economic disadvantage and a high proportion of pupils is known to be eligible for free school meals. Pupils come from a wide variety of ethnic origins, the largest group being of Bangladeshi heritage. The next largest groups are White British and Black African. A very high number of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is higher than the national average. Most of these difficulties relate to autistic spectrum disorder, speech and language difficulties and behavioural, emotional and social difficulties. There are also pupils with physical difficulties. The school has the Artsmark Gold award.

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

Gallions Primary is a good school. Since 2007, standards of attainment had been falling steadily and in 2009 fell markedly to being significantly below average at Key Stage 2. Attainment at the end of Key Stage 1 had also been declining. Since then, a great deal has been achieved to improve outcomes for pupils. A particular focus has been placed on improving the quality of teaching, which is now good. Inadequate teaching that had contributed to the falling standards of attainment has been eradicated. As a result, progress is now good, the decline in standards at the end of Year 2 has been halted, and attainment at the end of Year 6 has improved and is now broadly average. Marking is usually thorough and indicates what pupils need to do to improve their work. However, this approach is not entirely consistent and pupils are not given enough opportunities to think about the advice and act on it. Attendance is average overall. It was low for the last academic year but is currently high, due to the good strategies which the school has put in place to promote good attendance and punctuality. Leadership and management are good overall. The headteacher has a clear ambition for improvement which is shared by all staff. Self-evaluation is accurate and the school sets itself challenging targets which are supporting good pupil progress. However, opportunities are sometimes lost to distribute accountability beyond senior leaders to ensure that there is extensive monitoring of standards across an expanding school. Actions taken to improve achievement, attendance and the quality of teaching provide evidence that the school has a good capacity to continue to improve.

Safeguarding systems are ensuring pupils and staff are safe. However, good practice is not in place across all areas, for example, safeguarding training records are not up to date. The governing body understands the strengths of the school and what it needs to do in order to improve. It is very supportive, but recognises that it needs to engage more systematically and rigorously with the monitoring and evaluation of the school to enable it to hold leaders robustly to account. It does not monitor the school's safeguarding systems closely enough.

The school provides good care for all its pupils and there is a very positive atmosphere in which pupils feel safe. Adults provide excellent role models and there are good relationships across the school. As a result, behaviour is good and pupils are polite, friendly and kind to each other. Those parents and carers who returned the questionnaire are overwhelmingly supportive of the headteacher and the school. A typical comment was, 'I feel the school gives my child great educational experiences, making learning meaningful and exciting.' Central to pupils' good

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

personal development is an effective curriculum which promotes learning through the arts and which has been validated by the Gold Artsmark award. Music lies at the heart of this approach with, for example, every pupil from Year 2 upwards learning to play a stringed instrument. Weekly philosophy sessions for pupils contribute well to the development of thinking skills and support good spiritual, moral, social and cultural development. The school is moving towards the use of portable laptops for pupils to use in lesson time but this is not yet embedded and is the relatively weaker element of curriculum provision.

What does the school need to do to improve further?

- Raise attainment by:
 - improving consistency in the quality of marking
 - providing better opportunities for children to respond to teachers' comments and improve their work
 - improving the pace of learning where teaching is satisfactory.
- Develop the ability and accountability of middle leaders so that they all contribute to extensive monitoring across the whole school as it expands.
- Improve the governing body's involvement with monitoring the school's performance, including the monitoring of safeguarding.

Outcomes for individuals and groups of pupils

2

Children enter school with levels of skills well below those expected for their age. By the end of Key Stage 2, they reach standards of attainment that are broadly average. This attainment is improving and in 2011, it was above average. The amount of progress that pupils make as they move through the school has also improved over the last two years and is now good. As a result of the improvements to teaching, the school has successfully closed the attainment gap for pupils eligible for free school meals. Pupils with special educational needs and/or disabilities make good progress because of the good support they receive, including that from the effective support staff. Teachers take good opportunities to promote speaking and listening skills in lessons and this, together with good additional support, means that pupils who speak English as an additional language also make good progress. For example, in an outstanding Year 2 English lesson, all pupils, including those new to learning English, made good progress because the teacher continuously reinforced the key vocabulary of 'bossy verbs' and time connectives. The performance of White British pupils, especially boys, has been a focus for improvement. The attainment of this group has improved as a result of support for identified groups and the use of positive role models to lead activities. Teaching is being adapted to engage the interest of boys, for example, through introducing an element of competition when completing tasks or making a floor of sand during a lesson about the Egyptians. Pupils say that they enjoy school. They concentrate well in lessons and willingly discuss their learning with each other. This was illustrated well in a successful philosophy lesson in Year 5 where pupils talked thoughtfully and confidently about themes such as destiny and

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

free will. Pupils’ good understanding of healthy eating and the importance of exercise support them in making healthy choices. They make a good contribution to school life, through, for example, being members of the eco-council and play leaders at break times.

These are the grades for pupils’ outcomes

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	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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?

Teaching is generally good with some outstanding practice. Teachers have created bright classroom environments with prompts on the walls which support learning. Teaching assistants are used well to support pupils. The pace of learning is lively and teachers make it clear to pupils what they are learning and how they can be successful. Marking of pupils’ work is regular and gives advice on improving work. However, this is not consistent through the school and pupils are given insufficient opportunities to respond to teachers’ comments. In well-taught lessons, there is a good balance between how much pupils listen to the teacher and the time they spend working independently or in groups. For example, in a good Year 4 mathematics lesson, the teacher broke the learning into steps – demonstrating how to use a calculator to find the inverse of a calculation, then allowing pupils to try for themselves. In the few lessons that are less successful, the pace of learning is too slow and there is too much revision of prior learning.

The school recognises the need to broaden the experiences of its pupils and provides good opportunities to do so. There is a good range of visitors to the school, including visiting artists and musicians. These, together with visits out of school, such as to the Tate Modern art gallery and residential visits, contribute well to pupils’ development

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

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

and well-being. Care, guidance and support are good. Transition arrangements for pupils as they move through the school and on to their secondary school are thorough and support pupils well. The school makes good use of the advice and guidance from external agencies to support pupils whose circumstances make them potentially vulnerable. Strategies, for example texting parents on the first day of their child’s absence, rapid follow up for pupils whose attendance falls below 95% and liaison with external support agencies, are helping to improve attendance. The school runs a breakfast club each morning, where pupils can enjoy toast, cereal and drinks and a cheerful environment in which to start the day.

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	2

How effective are leadership and management?

Central to the continuing improvement of the school is the determined leadership of the headteacher. Together with his two deputy headteachers, they form the senior leadership team and communicate a clear vision for the school. The newly formed data system for monitoring how well pupils are doing, together with an assertive mentoring programme which supports teachers in recording the next steps in learning for pupils, provide good information for school leaders as well as teachers. The satisfactory governing body has a well-organised system of committees and is keen to become increasingly effective. Safeguarding procedures are satisfactory, with appropriate risk assessments and policies in place. The school promotes community cohesion well. It has a good understanding of its context and this has guided its work so far. Links with others, including schools in London and contrasting ones further afield in Norfolk and Wakefield, together with visits to France and Oklahoma, support its good development of community cohesion. The school promotes equality of opportunity and tackles discrimination well by enabling pupils to value each other’s differences and by successfully working to ensure that gaps in performance are closing. A strong relationship with parents and carers is being established so that they can better help their children. For example, the Families and Schools Together project involves over thirty families and provides a forum for support and information. As a parent said, ‘Communication has really improved. The school has listened to what parents say.’

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	2
---	----------

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

driving improvement	
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	3
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	3
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

This is a well led and managed setting. Children thrive in the clean and friendly environment. A well-planned induction programme which includes a home visit helps children to settle quickly into school life. Children are looked after well and provided with a good learning experience and, as a result, they make good progress. After a dip in performance since the last inspection, attainment has improved. By the time children leave to go into Year 1 it is broadly average and they are well prepared for the next stage of their education. The curriculum provides opportunities for children to learn in a creative way, for example in Reception, children were learning their letter sounds accompanied by ‘rap’ music. There is a strong emphasis on developing basic skills. For example, in an effective lesson in Reception, children made good progress in learning their letter sounds because the teacher modelled the letter formation carefully and children enjoyed playing a game of matching an object to its name and initial sound. In another effective lesson in which children were enthralled, the teacher linked the topic of pirates to counting. Good opportunities are taken to develop children’s social skills with children being encouraged to share and take turns. Children love the outdoor area and ride the variety of tricycles with great enjoyment. One child was thrilled as she learnt how to steer one. While the outdoor area has good opportunities for children to play and explore, opportunities are sometimes lost to link the play activities with the topic. Opportunities to encourage boys to write are also sometimes lost.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
--	---

Views of parents and carers

Most of the parents and carers who returned questionnaires agreed that their child enjoys school and is kept safe and inspection evidence supports this view. A few parents and carers who responded were concerned about how well their child is prepared for the next stage of their education. The inspection found that pupils reach average standards of attainment at the end of their time at Gallions Primary School and that transition arrangements within the school and on moving to secondary school are good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gallions 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 550 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	66	23	33	0	0	1	1
The school keeps my child safe	37	53	29	41	1	1	0	0
The school informs me about my child’s progress	42	60	24	34	4	6	0	0
My child is making enough progress at this school	35	50	31	44	2	3	1	1
The teaching is good at this school	44	63	26	37	0	0	0	0
The school helps me to support my child’s learning	33	47	33	47	3	4	0	0
The school helps my child to have a healthy lifestyle	28	40	35	50	6	9	0	0
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)	24	34	32	46	7	10	0	0
The school meets my child’s particular needs	25	36	33	47	6	9	0	0
The school deals effectively with unacceptable behaviour	34	49	28	40	3	4	0	0
The school takes account of my suggestions and concerns	22	31	33	47	5	7	0	0
The school is led and managed effectively	27	39	34	49	3	4	0	0
Overall, I am happy with my child’s experience at this school	43	61	26	37	1	1	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 October 2011

Dear Pupils

Inspection of Gallions Primary School, London E6 6WG

Thank you for welcoming us so warmly when we visited your school recently. The other inspectors and I really enjoyed meeting you. You told us that you enjoyed school. We thought you were well behaved and it was lovely to see how kind and respectful you are to each other. All the staff care about how well you are doing and how happy you are. You have a good understanding about how to keep safe and healthy. We know you especially enjoy the opportunities that you have to develop your artistic skills, for example, by playing music and singing. We think that Gallions Primary is a good school and to make it even better, we have asked your headteacher to:

- make sure that the way your work is marked is always detailed and helpful, and that you have plenty of time to think about the comments and act on them
- support all the leaders in your school so that they can thoroughly check how well you are learning
- find ways to enable the school governors to become even more involved in making sure the school is doing as well as it could and that all the systems that are keeping you safe are rigorously checked.

You can help by always working hard and by coming into school every day, unless you are ill. We wish you every success for the future.

Yours sincerely

Joanna Toulson
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**