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Ms Shazia Hussain
Headteacher
Gallions Primary School
Warwall
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Dear Ms Hussain

Short inspection of Gallions Primary School

Following my visit to the school on 10 December 2015 with Martin Roberts, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Leaders and governors have made sure that key priorities for improvement from the last inspection have been addressed. You have taken on the leadership of the school and have successfully reorganised the leadership team. You have managed a period of high staff turnover over recent years and made sure that teaching, and pupils' outcomes and behaviour, remain good. You have been particularly successful in uniting the staff through a shared understanding of your ambitions for the school. As a consequence, there were very few changes in teaching staff at the end of the summer term 2015.

Together with senior leaders, you check the quality of teaching and pupils' progress very regularly. The senior leadership team is quick to identify where teaching can be improved and provides additional support and guidance where they are needed. Well-selected training as well as opportunities for teachers to observe high-quality teaching and share best practice all help to secure improvements. As a result, inconsistencies identified at the time of the last inspection in teachers' feedback on pupils' work have been robustly tackled.

Developing the role of middle leaders was a priority for improvement following the

last inspection. Middle leaders now contribute fully to driving improvements within their areas of responsibility. For example, through careful leadership of the school's approach to teaching phonics (the link between letters and the sounds that they make), the proportion of pupils reaching the expected standard in the Year 1 phonics screening check has improved year on year and is above average.

You have made sure that additional funding is used carefully to promote the learning of disadvantaged pupils so that they make similar progress in reading, writing and mathematics to other pupils at the school and nationally. Disabled pupils and those who have special educational needs, including pupils in the special educational needs resource provision, benefit from additional support that is carefully tailored to their individual needs. They also make strong progress in their learning. Although the most-able pupils make good gains, you are aware that teachers' expectations of the most able are not always sufficiently demanding across the school.

Pupils told us that they like attending school because learning is fun. Pupils behave well in lessons and around the school. They are polite and friendly. They enthuse about the many outings and visits that the school organises. The wide variety of extra-curricular clubs that pupils can choose, such as chess, cheerleading and street art, promote their interests and are very popular. You have made sure that pupils learn a broad and balanced range of subjects. Particular highlights are cooking, gardening, art, and learning to play a musical instrument, all taught by specialist teachers.

The last inspection found that the governing body could do more to check the quality of the school's work. Since then, governors have made effective changes to the way the governing body is organised. They have successfully recruited new members with relevant expertise to support the school's work. Governors have undertaken training to support them in their roles. They understand the school's performance information and ask searching questions of you and the school's senior leaders to identify where further improvements can be made.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and that records are detailed and of high quality. Staff have a secure knowledge and understanding of up-to-date guidance and procedures as a result of regular training. This includes recognising possible warning signs that a pupil may be at risk of female genital mutilation or radicalisation. Leaders have made sure that pupils know who to speak to if they have any safeguarding concerns. Pupils have a clear understanding of measures they can take to keep themselves safe from harm, for example, when using computers and information technology. They are confident that adults at the school will help them very swiftly should any problems occur.

The governing body checks safeguarding arrangements regularly. Members of the governing body also attend training on a wide range of safeguarding aspects, including the safe recruitment of staff, e-safety and preventing radicalisation. They are alert to risks of grooming and child sexual exploitation.

Inspection findings

- Leaders and managers at all levels, governors and staff work closely together with a shared sense of purpose. You and the leadership team are determined to promote equality of opportunity and tackle discrimination. Together you make sure that additional funding has a strong impact on closing any gaps in performance between disadvantaged pupils and the others. Leaders measure the progress that pupils make and swiftly provide extra help for any pupils at risk of falling behind. As a result, all groups of pupils make good progress in reading, writing and mathematics.
- Effective leadership has sustained the school's good overall effectiveness since the last inspection despite many changes in staff, including in the leadership team. Since becoming headteacher of the school, you have worked hard to develop the new senior leadership team and support newly appointed middle leaders in their roles. You have wasted no time in measuring and checking the quality of the school's work and in identifying where the school can do better. You have prioritised training, support and coaching for staff to secure consistency in teaching.
- Together with governors, you have set ambitious targets for the school that have already raised outcomes for pupils. For example, improvements to the quality of teaching in the early years provision have secured children's better achievement. As a result, in 2015, the proportion of children who reached a good level of development at the end of the Reception Year rose, and was in line with the national average. Leaders' very frequent checks on phonics teaching have helped pupils achieve highly in the Year 1 phonics check. You have identified that the most-able pupils are not always set hard enough work to help them reach the highest standards.
- In the online survey, all parents who responded are confident that their children are happy at school and feel safe. All parents that we spoke to praise the school. They confirmed that the school is very quick to take effective action should an issue arise. Pupils told us that any incidents of bullying are exceedingly rare and that staff deal with any concerns extremely swiftly, as the school records show.
- Pupils are motivated to learn because teachers plan engaging work that captures their interest. Visitors to the school and opportunities to work with specialist teachers help make learning interesting. Very high quality artwork on display around the school, inspired by the work of famous artists, reflects pupils' strong creative achievement. In Years 2 to 6, all pupils learn to play a string instrument. Pupils in the school orchestra have performed in concerts together with pupils from other schools.
- Children in the early years provision work and play well together. Home visits made by staff before children start help them to settle quickly. Children are encouraged to develop their skills in the indoor and outdoor areas, and staff plan plenty of activities for children to choose. Adults also rightly prioritise developing children's literacy skills through daily reading and writing practice.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- throughout the school, expectations of the most-able pupils are always demanding.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for the London Borough of Newham. This letter will be published on the Ofsted website.

Yours sincerely

Madeleine Gerard
Her Majesty's Inspector

Information about the inspection

During the inspection we met you, the senior leadership team, and two governors, including the Chair of the Governing Body. We held meetings with a group of middle leaders, and with a group of newly qualified teachers and other staff. We visited classes from Nursery to Year 6 to observe teaching and look at pupils' work. We spoke to pupils in lessons and around the school and also met two groups of Key Stage 2 pupils. We evaluated recent information about pupils' progress. Records about keeping pupils safe and about attendance were evaluated. We spoke informally to parents at the start of the school day, and considered the views of 17 parents from Parent View and your own recent survey of staff views.